



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part 1: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Metropolitan School District of Warren Township		Corp #	5360	
School	Stonybrook Middle School (Grades 7-8)		School #	5367	
Superintendent Name	Dr. Dena Cushenberry		Email	dcushenb@warren.k12.in.us	
Title I Administrator Name	Lee Ann Kwiatkowski		Email	lkwiatko@warren.k12.in.us	
Principal	Pam Griffin		Email	pgriffin@warren.k12.in.us	
Mailing Address	975 North Post Road	City	Indianapolis	Zip Code	46219
Telephone	317.869.4356	Fax	317.869.4399		
Total Funding Authorization	\$2,147,073.90				

Application Type

Select one of the following options:

- ☐ Turnaround
☒ Transformation
☐ Restart
☐ Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- ☐ If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- ☒ Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- ☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- ☒ Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- ☒ Report to the SEA the school-level data required under leading indicators for the final requirements
- ☒ The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- ☒ This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

- ☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: _____

Date: 3/18/14

Title I Administrator Signature: _____

Date: 3/18/14

Principal Signature: _____

Date: 3/18/14

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Mrs. Lee Ann Kwiatkowski	Chief Academic Officer/Title I Administrator
Mrs. Lou Anne Schwenn	Assistant to the Superintendent for Secondary Education
Mrs. Pamela Griffin	Principal
Mr. Kyle Barrentine	Assistant Principal
Ms. Jamese Bowman	Instructional Coach
Mrs. Kate Miller	Teacher/WEA President
Mrs. Melissa Nicholson	Counselor
Mrs. Jenny Whitaker	English Dept. Chair/Team Leader/ Teacher/ WEA VP
Mr. Jeff Cummings	Math Dept. Chair/Teacher/Athletic Director

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents Community	Teachers Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Board/Community Meeting	3/19	50	10	15	7	8	Did not sign in	Board presentation-shared elements of SIG and Transformation Model; opened up for questions and comments
Community Partner	3/14	1		1				Principal met with Jennifer Voelker, Program Manager with Gallahue Mental Health, to discuss SIG
Parents	3/19	4		1				Presented to PTSA — shared Transformation Plan
Parents	3/20	633	37	2			633	Connect Ed phone call providing information about SIG
Students				2			38	Discussed elements of SIG and solicited ideas
School staff	3/11		7	1				Team Leader Meeting; explained elements of SIG. Shared ideas
School staff	3/13		37	2				Discussed SIG during Learning Log meetings
Union	3/13		6	2		3		SIG grant was a topic during Discussion between union and administration
External Provider	3/11	DOE, Great Lakes East/AIR				1		Discussed SIG and support for Stonybrook E/LA teachers
External Provider	3/21	Virtuoso		1		2		Discussed elements of SIG and support needed for implementation of CR-PBIS
External Provider	3/20	McREL				1		Discussed SIG and support for SMS

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Stonybrook Middle School	7-8	Yes	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population**, as well as **available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	43.5% Did Not Pass	265	HIGH--The English/Language Arts block needs to be redesigned based on research. Tier I instruction is very traditional (i.e., whole group, textbooks & novels, teacher-centered) Extremely limited use of Tier 2 supplemental interventions (e.g. small group instruction) and Tier 3 individualized interventions	61% Pass	66%	71%
Black	50.3% DNP	189	HIGH--group represents 71% (189 of 265) of all students who DNP. Tier I instruction is generally whole-group instruction and textbooks are commonly used. Students' needs are not being met. Further, students do not find the material engaging or relevant. Suspension rates are high limiting exposure to classroom support. Extended learning time and opportunities for intervention are needed to close performance gap.	54% Pass	59%	64%
Hispanic	35.3% DNP	24	LOW – DNP rate lower than Overall. Making gains but still require targeted, extended-time & sustained support.	69% Pass	74%	79%
White	26.6% DNP	33	LOW—DNP rate lower than Overall. Struggling students need extended-time support addressing specific academic needs.	78% Pass	83%	88%
Multiracial	50.0% DNP	16	HIGH—Tier I instruction is generally whole-group instruction and textbooks are commonly used. Students' needs are not being met. Further, students do not find the material engaging or relevant. Struggling students need extended-time support.	55% Pass	60%	65%

Free & Reduced	47.7% DNP	230	MEDIUM—higher than Overall. DNP rates can be addressed by targeting academic interventions to individual needs & extending learning time.	57% Pass	62%	67%
Special Education	78.0% DNP	71	HIGH – Nearly double the school's DNP rate. LEA made significant special education teacher staffing changes in the 2013-14 school year. Students must have access to high quality instruction where struggling learners are supported and served effectively. Students require additional or unique instructional strategies or interventions	27% Pass	32%	37%
EL	44.6% DNP	25	LOW—nearly the same as Overall rate. Struggling students need extended support focusing on specific academic need and English language development.	60% Pass	65%	70%

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	30.8% Did Not Pass	188	Tier I instruction is very traditional (i.e., whole group, textbooks, teacher-centered) Lack of Tier 2 supplemental interventions (e.g. small group instruction) and Tier 3 individualized interventions	72% Pass	77%	82%
Black	37.1% DNP	139	HIGH -- Tier I instruction is generally whole group instruction and textbooks are commonly used. Students' needs are not being met. Further, students do not find the material engaging or relevant. Suspension rates are high, limiting exposure to classroom support. Extended learning time and opportunities for intervention are needed to close performance gap.	65% Pass	70%	75%
Hispanic	21.7% DNP	15	LOW—lower than Overall rate. Struggling students need extended-time support focusing on specific academic needs.	81% Pass	84%	87%
White	16.0% DNP	20	LOW—lower than Overall rate. Targeted interventions needed & extended-learning time for struggling students.	87% Pass	90%	93%
Multiracial	33.3% DNP	11	MEDIUM—slightly higher than Overall rate. DNP rates can be addressed by targeting academic interventions to individual needs & extending learning time.	69% Pass	74%	79%
Free & Reduced	34.4% DNP	166	MEDIUM—slightly higher than Overall rate. DNP rates can be addressed by targeting academic interventions to individual needs & extending learning time.	68% Pass	73%	78%
Special Education	69.9% DNP	65	HIGH –The DNP rate is more than double the Overall rate & well below district & State performance levels. LEA made significant special education teacher staffing changes in the 2013-14 school year. Students must have access to	33% Pass	38%	43%

			high quality instruction where struggling learners are supported and served effectively. Students require additional or unique instructional strategies or interventions			
EL	24.6% DNP	144	LOW—less than Overall rate. Struggling students need extended support focusing on specific academic need.	78% Pass	83%	88%

Complete the table below regarding key areas of student learning indicators. Include your 2012-2013 data, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school FYI: 7:30 am - 2:50 pm	78,320	79,200	In 2013-2014, Warren received a waiver for two snow days. Thus, students attended 178 days. Warren has a longer school day than most districts.
2. Dropout rate*	Not Applicable	Not Applicable	Not Applicable
3. Student attendance rate During 2012-13, student attendance rates at Stonybrook were lower than the districtwide rate for all three middle schools (at 95.7% for Gr 7; and at 95.2% for Gr 8)	95.59%	96.5%	Generally, attendance rates have declined across the past three years. 2010-11 Gr 7--96.4% 2011-12 Gr 7--96/3% <u>2012-13 Gr 7—95.4%</u> 2010-11 Gr 8—95.5% 2011-12 Gr 8—96.5% 2012-13 Gr 8—94.6%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	Not Applicable	Not Applicable	Not Applicable
5. Number of students completing dual enrollment classes	Not Applicable	Not Applicable	Not Applicable
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class.	Not Applicable	Not Applicable	Not Applicable
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSY: Blended Calendar with fall and spring intersessions AS: Mediaplex is open 1.5 hours to offer access to technology Limited opportunities for tutoring	LSY: Blended Calendar with fall and spring intersessions AS: Mediaplex is open 1.5 hours to offer access to technology Monday-Thursday tutoring	LSY: A district-wide <i>Blended-Calendar</i> year limits the district's summer break to less than two months, thereby reducing research-based summer regression effects, particularly for our students of poverty and English-language learners. The blended-calendar also embraces the benefits of two-week fall and two-week spring Intersession breaks—offering the district options for providing extended-learning opportunities during portions

			<p>of those breaks. However, there are limited resources for intersession and only 35 students are able to attend.</p> <p>AS: Warren's transportation budget does not cover transporting students to and from school. Warren is forced to use general funds to cover transportation costs. Thus, after-school buses are no longer available. Many parents cannot pick up children from afterschool activities.</p>
8. Discipline incidents*	112	101	In 2012-2013, Stonybrook Middle School had 255 suspensions
9. Truants (# of unduplicated students, enter as a whole number)	10.56%	9%	17.07% in 2012-2013
10. Distribution of teachers by performance level on LEA's teacher evaluation system. Indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].	Data will not be available until May, as we are still conducting evaluations.	11 Highly Effective 26 Effective 0 Improvement Needed 0 Ineffective	<u>2012-13 Evaluation Ratings</u> 9 (24%) Highly Effective 27 (73%) Effective* 1 (3%) Improvement Necessary 0 <u>Ineffective</u> <ul style="list-style-type: none"> Of the 27 teachers rated Effective, 6 received effectiveness scores nearer to the Improvement Necessary range.
11. Teacher attendance rate	97%	97.5%	97% in 2012-2013

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs

Leadership and Stonybrook Middle School staff identified strengths and weakness of existing practices in their examination (*Self-Assessment*) of practices commonly aligned to high-performing, high-need urban schools. (Table 1)

Table 1: Stonybrook Middle School's *Self-Assessment of Practices Found in High-performing Schools*

The Principal and Leadership	
Strong Practices	Improvement Needed
Principal spends a great deal of time in classroom; daily walkthroughs conducted	The distribution of responsibilities and leadership roles among staff could be strengthened. This will reduce burden, build staff capacity for leadership and strengthen buy-in and ownership of initiatives
Strong instructional leadership qualities, particularly for English/language arts	
Builds strong relationships with students, teachers and parents	
Principal has administrative authority for hiring and placement of teachers. Is not bound by seniority rules.	
Principal knows school data; regularly meets with teachers to review and discuss data, identify strengths & weaknesses of student progress, and develop plan to remediate weaknesses	
New assistant principal has a demonstrated track record of effectiveness and brings an extensive amount of knowledge on middle school reform	
New Assistant to the Superintendent for Grades 7-12 provides weekly guidance and mentoring to the principal	
Instruction	
Strong Practices	Improvement Needed
Tools are available (1:1 Chromebooks) for teachers to incorporate into lessons and assignments	Instruction is primarily lecture-style and teacher-centered
	Generally, instruction is not rigorous or cognitively demanding
	While staff have learned about Depth of Knowledge, activities for higher-order-thinking do not occur regularly in all classrooms
Instruction is evaluated through rigorous, transparent and equitable processes (via PIVOT web-based Evaluation Tool/Effectiveness Rubric)	Cooperative and collaborative learning activities are limited
	Too frequently, there is little to no personalization, placing the same cognitive demands on all learners
Schedules and strategies provide for increased student learning time, e.g., daily 30-minute "Success Period" and Title I (Read 180)	Textbooks or novels (often below recommended Lexile levels) are primary drivers of instruction
	While every student has a Chromebook (personal computer), there is no digital content for Chromebooks
Title I Reading Interventionist (licensed English teacher with masters in reading) provides instruction to highest-need students, specific to their individual needs—in addition to students' 100-minute ELA instructional block	Engaged & collaborative learning is limited. Classrooms do not have desks that can be clustered for group work; no interactive projectors, document cameras or whiteboards.
	No funds to support Math Interventionist
	Limited opportunities for extending the school day
	No transportation is available when extended-day opportunities are provided

LEA analysis

Curriculum	
Strong Practices	Improvement Needed
School leadership classroom observations ensure that curriculum is taught	ELA curriculum is primarily fictional text and narrative writing
Newly-developed Curriculum Maps and <i>Unit Guides</i> , aligned to ICCSS are being used by all ELA and math teachers	New Curriculum Maps & <i>Unit Guides</i> are not yet developed for use in Science & Social Studies
Ongoing curriculum mapping initiative conducted by district teachers and school representatives is building capacity & staff ownership	Novels used are generally below the recommended Lexile level of middle school students
	Valued supplemental resources (e.g., Achieve3000) only available for a small percentage of students
Data—Formative Assessments	
Strong Practices	Improvement Needed
Strong, data-driven culture. Regular analysis of academic & discipline data.	While formative assessments reveal individual student needs, classroom instruction, most-generally, is not personalized to address individual needs
Newly-developed, performance-based ELA & Math assessments are administered at the end of each <i>Unit</i>	
Embedded grade-level teacher-team data meetings are held every 3 weeks to review, discuss & make instructional plan of action for regrouping students (school-wide) for “Success” Period remediation or enrichment, aligned to needs revealed via formatives (e.g., Acuity, SRI & classroom assessments)	More resources needed to support teachers’ desire to better meet individual student needs, specific to those identified through data
Professional Development	
Strong Practices	Improvement Needed
PD provided through the district & school is of high quality and job-embedded	While teachers meet as teams to analyze and discuss data, there are not enough opportunities for teachers to collaborate & learn from peers (i.e., professional learning communities)
PD is never a one-time shot; there is a comprehensive professional development plan	
PD is aligned to the curriculum and instructional program (including PD for effective technology integration)	
PD provided to improve school culture	
Ongoing PD initiatives provided through external experts (McREL, IDOE/Great Lakes East/AIR, and Virtuoso) are valued by staff	
Parents, Family & Community	
Strong Practices	Improvement Needed
Gallahue Mental Health Services provides therapeutic sessions during school hours for students & families (2 full-time staff; and 1 half-time)	While fall & spring Literacy & Math Family Nights are held and monthly family events offered (movie night, game night, skate parties), stronger relationships & collaborative efforts on behalf of students & families are needed
Monthly events support Family Nights (Literacy & Math events, movie night, game night, skate parties)	Community partnerships are limited
Cultural Competency	
Strong Practices	Improvement Needed
CR-PBIS Team (Culturally-Relevant Positive Behaviors Intervention & Supports) established & Stonybrook teachers creating Matrix of behavior & practices for use school-wide (beginning next year)	Textbooks/novels determine focus of study. Need to combine what learners need to know (from standards/curriculum) with the needs in students’ lives
PD through external partner (Virtuoso) supporting staffs’ recognition of cultural differences & positive approaches to better support learning & behaviors	Striving to be culturally-responsive, actual practices show improvement is still needed with adjusting how we teach to the needs and experiences of our students
	Limited knowledge of culturally-responsive practices (i.e., specific educational practices, instructional strategies, team processes and curricula content, which have been established by research, to increase the achievement of culturally-diverse students
New assistant principal provides strong leadership in supporting CR-PBIS efforts	Need to increase toolbox of culturally-connected instructional strategies

Data Findings for ELA Achievement & Growth

As shown in the Table 2, ISTEP+ ELA proficiency rates have dropped over the past three years to 56.5 percent Overall in 2012-13. This is well-under the districtwide average (71.5 percent) and State average at 79.5 percent. As shown in the disaggregated data by grade level in Tables 3 and 4, while students in Grade 8 are showing a slight increase, those in Grade 7 have experienced decline over the same period. Black students and students with disabilities consistently rank among the lowest proficiency rates.

Table 2: ISTEP+ ELA Historical Data for All Middle School Students (Grades 7-8)

STONYBROOK MIDDLE SCHOOL	ENGLISH						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	60.8%	66.2%	58.3%	57.9%	56.5%	71.5%	79.5%
American Indian	suppressed	suppressed	x	x	x		
Asian	suppressed	suppressed	suppressed	suppressed	suppressed	76.2%	83.9%
Black	54.3%	62.8%	55.3%	51.2%	49.7%	63.2%	61.6%
Hispanic	37.6%	51.7%	49.2%	51.8%	64.7%	71.0%	69.9%
Multiracial	57.1%	64.8%	68.4%	82.4%	50.0%	77.2%	77.5%
White	73.7%	75.5%	67.4%	69.5%	73.4%	82.2%	83.6%
Pacific Islander	x	x	suppressed	suppressed	x		
Free & Reduced Lunch	48.3%	57.2%	53.7%	52.0%	52.3%	66.8%	69.6%
EL	25.0%	38.2%	35.6%	51.4%	55.4%	x	x
SpEd	31.0%	33.0%	30.3%	27.6%	22.0%	x	x

Table 3: ISTEP+ ELA Historical Data for Students in Grade 7

Stonybrook Grade 7	ENGLISH						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	57.0%	67.7%	60.1%	59.3%	54.4%	63.1%	74.2%
American Indian	suppressed	x	x	x	x		
Asian	suppressed	suppressed	suppressed	suppressed	suppressed	85.7%	81.1%
Black	47.7%	67.0%	57.9%	51.7%	50.8%	53.0%	51.6%
Hispanic	28.9%	48.0%	50.0%	46.7%	61.1%	66.2%	64.3%
Multiracial	33.3%	77.3%	66.7%	88.9%	17.6%	60.4%	70.8%
White	78.9%	75.0%	67.1%	75.7%	72.2%	77.9%	78.9%
Pacific Islander	x	x	suppressed	x	x		
Free & Reduced Lunch	42.7%	57.0%	54.9%	55.6%	51.7%	57.0%	61.7%
EL	15.8%	32.5%	33.3%	41.2%	55.2%	x	x
SpEd	37.5%	33.3%	34.1%	25.6%	23.8%	x	x

Table 4: ISTEP+ ELA Historical Data for Students in Grade 8

Stonybrook Grade 8	ENGLISH						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	60.7%	65.0%	56.3%	56.6%	58.6%	63.9%	76.2%
American Indian	suppressed	suppressed	x	x	x		
Asian	suppressed	suppressed	x	s	suppressed	66.7%	81.1%
Black	51.1%	58.1%	52.7%	50.6%	48.6%	55.1%	56.3%
Hispanic	41.9%	48.9%	48.5%	57.7%	68.8%	65.1%	67.7%
Multiracial	60.9%	36.4%	70.0%	75.0%	86.7%	78.7%	73.3%
White	71.6%	81.0%	67.9%	64.2%	74.3%	74.6%	80.3%
Pacific Islander	x	x	x	suppressed	x		
Free & Reduced Lunch	52.3%	56.3%	52.4%	48.0%	52.9%	57.4%	64.1%
EL	34.2%	31.6%	38.1%	60.0%	55.6%	x	x
SpEd	22.7%	36.8%	25.7%	29.2%	20.4%	x	x

Stonybrook's median growth percentage has been consistently below 50 percent and is unacceptably low. (Table 5)

Table 5: ISTEP+ ELA Historical Student Growth

Stonybrook Middle School -- Median Growth Rate		
2010-11	2011-12	2012-13
38.5%	40.8%	40.8%

Table 6 reflects reading proficiency rates as of March 2014 based on SRI Assessment Data reports. For Grades 7 & 8, at least 41 percent of Stonybrook students demonstrate reading proficiency levels below grade level. Interventions tailored to address students' individual needs and increase their levels of reading proficiency are needed.

Table 6: Stonybrook SRI Reading Proficiency Rates

Proficiency Level	Grade 7		Grade 8		Both 7 & 8	
	# Students	% Students	# Students	% Students	# & % Students	
Below Basic	22	7%	20	7%	42	7%
Basic	98	32%	101	35%	199	34%
Proficient	140	46%	125	43%	265	44%
Advanced	45	15%	45	15%	90	15%
Totals	305	100%	291	100%	596	100%

Closely following a 5-step literacy routine, Stonybrook has seen significant gains for 86 students who participated in Achieve3000 interventions. Of the 86 students, 63 (73 percent) are exceeding normal growth expectations through their daily use of the Achieve3000 program. (Table 7) Student licensing costs to use this intervention have limited the number of students able to access and receive support through this effective, research-based program.

Table 7: Impact of Achieve3000 Intervention

Stonybrook Middle School	# of Students with Achieve3000 License	# Students Exceeding Normal Growth	% of Student Exceeding Normal Growth
	86	63	73%

Data Findings for Mathematics Achievement

As shown in Table 8, overall proficiency at 68.9 percent for Mathematics is more than 10 percentage points higher than Stonybrook's ELA performance (56.5%). Achievement in mathematics, however, is still well-below the district average (78.7%) and the State average of 82.7 percent.

Table 8: ISTEP+ Math Historical Data for All Middle School Students (Grades 7-8)

STONYBROOK MIDDLE SCHOOL	MATHEMATICS						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	66.7%	74.8%	65.8%	70.7%	68.9%	78.7%	82.7%
American Indian	suppressed	suppressed	x	x	x		
Asian	suppressed	suppressed	suppressed	suppressed	suppressed	89.1%	89.0%
Black	58.5%	68.4%	62.3%	63.2%	62.7%	70.9%	63.2%
Hispanic	47.8%	62.7%	58.2%	76.8%	76.8%	82.0%	74.6%
Multiracial	63.5%	69.6%	71.8%	91.2%	66.7%	79.2%	78.9%
White	79.5%	85.3%	75.7%	80.9%	84.0%	88.4%	86.8%
Pacific Islander	x	x	suppressed	suppressed	x		
Free & Reduced Lunch	55.2%	68.0%	59.6%	67.0%	65.2%	75.4%	73.8%
EL	41.4%	52.8%	46.8%	81.1%	73.7%	x	x
SpEd	39.0%	51.4%	38.8%	37.9%	29.0%	x	x

Similar to ELA results, students in Grade 8 outperform those in Grade 7, as shown in Tables 9 and 10. Likewise, Black students and students with disabilities show the lowest levels of proficiency in mathematics achievement.

Table 9: ISTEP+ Mathematics Historical Data for Students in Grade 7

Stonybrook Grade 7	MATHEMATICS						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	60.7%	73.1%	68.3%	67.5%	66.8%	72.3%	80.2%
American Indian	s	x	x	x	x		
Asian	s	s	s	s	s	85.7%	88.5%
Black	49.1%	72.0%	64.7%	58.0%	62.4%	64.6%	56.8%
Hispanic	38.3%	62.0%	63.6%	73.3%	67.6%	71.4%	71.9%
Multiracial	46.7%	69.6%	61.1%	100.0%	50.0%	69.4%	76.9%
White	81.3%	78.2%	78.8%	80.0%	87.3%	84.6%	84.9%
Pacific Islander	x	x	s	x	x		
Free & Reduced Lunch	48.7%	63.6%	62.4%	65.4%	63.4%	67.6%	69.6%
EL	30.0%	52.5%	52.0%	82.4%	63.3%	x	x
SpEd	36.6%	36.7%	40.0%	33.3%	25.0%	x	x

Table 10: ISTEP+ Mathematics Historical Data for Students in Grade 8

Stonybrook Grade 8	MATHEMATICS						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013 CORP AVE	2013 STATE AVE
Overall	64.1%	71.5%	63.1%	73.8%	71.1%	74.7%	81.2%
American Indian	s	s	x	x	x		
Asian	s	s	x	s	s	91.7%	87.2%
Black	53.8%	59.8%	59.9%	68.4%	63.0%	65.5%	58.7%
Hispanic	40.9%	53.2%	52.9%	80.8%	87.5%	83.3%	74.4%
Multiracial	73.9%	72.7%	81.0%	81.3%	86.7%	80.9%	76.0%
White	75.7%	87.7%	71.4%	81.7%	81.4%	84.5%	85.6%
Pacific Islander	x	x	x	s	x		
Free & Reduced Lunch	53.3%	66.7%	56.5%	68.7%	67.1%	70.9%	70.9%
EL	38.5%	39.5%	40.9%	80.0%	85.2%	x	x
SpEd	37.8%	57.9%	37.1%	41.7%	32.7%	x	x

Data Findings for Classroom Environs

Onsite observations, discussions with Stonybrook staff, data from the school's *Self-Assessment* findings, and the lack of student engagement in classroom learning collectively point to the need to restructure our middle school classroom environments. Adolescent-learning research findings, through IDOE/Great Lakes East/AIR trainings to redesign our 100-minute ELA block, have informed curriculum & instructional changes needed to implement more effective practices. Existing classroom configurations—and the absence of instructional tools shown to engage learners and facilitate collaborative & small group work—present barriers for moving away from current, less-effective practices.

While the district provided 1:1 Chromebooks for students, and professional development for teachers' effective integration of these resources into instruction, there is still a need for interactive tools (Smart Projectors, white boards, document cameras) and interactive work areas (round tables) in classrooms to engage students in collaborative, higher-level thinking activities. Through the support of district trainings, these types of tools now are being effectively used in high school classroom environs. Teachers are reporting significantly-increased student engagement and motivation during classroom instruction.

	<p>Through district funding, Warren's Assistant Superintendent for Educator Effectiveness is committed to providing trainings needed to support teachers' successful integration of these important tools into effective instructional practices for Stonybrook Middle School.</p>
<p>Justification for Selected Interventions</p>	<p>To increase ELA achievement and growth, greater attention must be focused on classroom instructional supports (e.g., digital content; instructional tools that promote engaged & collaborative learning) and interventions and reading strategies that target individual student's learning needs. Implementation of reading strategies and tiered interventions will support the growth of our bottom 25 percent and thereby impact overall proficiency rates. To move from a "D" school status, we must better address individual needs to decrease the number of students who show low-growth and accelerate their learning.</p> <p>Root Causes for <u>ELA findings</u>: (a) Previously a "choice" school (similar to a magnet school), Stonybrook served students in Grades 6-8 through a Year-round Calendar. Beginning in school year 2010-11, Warren shifted to a <i>districtwide</i> Balanced Calendar, serving students within attendance boundaries (resulting in the highest middle school poverty rate at Stonybrook) and established new grade spans for buildings (Grades 7-8 for middle schools). (b) Dramatic population changes, i.e., SES and ethnicity. (c) Generally, instruction is not rigorous or cognitively demanding. Higher-order thinking does not regularly occur in all classrooms. (d) Limited or ineffective Tier II interventions provided for ELA students; supplemental resources (e.g., Achieve3000) only available for a small percentage of students. (e) While every student uses a personal computer, quality digital content is not available. (f) Textbooks or novels (often below recommended Lexile levels) are primary drivers of instruction. (g) Classroom environs do not support engaged and collaborative learning (e.g. desks with slanted desktops limiting students' ability to work in groups). (h) Need for specific culturally-relevant educational practices, instructional strategies, team processes and curricula content, supported by research, to increase the achievement of culturally-diverse students. (i) Lack of robust, well-rounded curriculum that adds interest and relevance; ELA curriculum is primarily fictional text and narrative writing. (j) Increased learning time needed to decrease achievement gaps among student groups, most especially for Black students and for students with disabilities. (k) While teachers meet as teams to analyze & discuss data, more opportunities for teachers to collaborate and learn from peers are needed (i.e., professional learning communities).</p> <p>Interventions Selected to Support ELA Teaching & Learning</p> <p>Support comprehensive instructional reform through personalized core classroom instruction (RtI Tier 1) and extended online learning opportunities by providing --</p> <p>A. Digital content for use by teachers and students:</p> <ul style="list-style-type: none"> • myON Reader ...licenses for all students → 24/7 access; matches interests & Lexile levels to digital books (70% non-fiction); teachers can personalize students' reading plans (100-minute ELA block) • Achieve3000...licenses for all students → 24/7 access; web-based literacy solutions to increase reading comprehension, fluency, vocabulary & writing proficiency. Weekly use by all ELA, Social Studies & Science teachers, accessing Lexile-level articles--relevant to instruction—to support literacy acquisition across all content areas <p>B. Learning environments that support engaged and collaborative learning & promote 21st Century skills through the purchase of classroom Smart Projectors, whiteboards, document cameras & round tables</p> <p>Support students who struggle (RtI Tiers 2) and increase learning time by providing additional supports through --</p> <p>C. Read 180...purchase to own 60 student licenses to support the needs of three classes (20 students each) of high-need students to expand opportunities</p> <p>While overall proficiency at 69 percent in Mathematics (2012-13 ISTEP+) is higher than ELA at 56 percent, Stonybrook's pass rate in math remains far-below the State average of nearly 83 percent. Among student groups, nearly 40 percent of Black students (139 students) and almost 70 percent of students with disabilities (65 students) did not pass ISTEP+ Math. As revealed in our <i>Self-Assessment</i></p>

findings, additional learning time and direct instruction focused on specific, individual needs is viewed as a critical need. Although Title I funding provides for a full-time Reading Interventionist to work directly with struggling, high-need students, monies are insufficient to support a full-time Math Interventionist.

Root Causes for Mathematics findings: (a) Too frequently, there is little to no differentiation during classroom instruction, placing the same cognitive demands on all learners. (b) Classroom environs do not support engaged and collaborative learning. (c) While formative assessments (e.g., Acuity) are used to identify individual needs and re-group students for daily 30-minute "Success" Periods, limited time (30 minutes rather than a typical 50-minute class period) and curriculum do not permit the level of assistance required for students who are the farthest behind. (d) Instruments for screening specific needs and research-based intervention materials are not available. (e) Classroom teachers and *Success* period teachers are not significantly decreasing achievement gaps among student groups. (f) Increased learning time is needed to support students' mathematics achievement, most especially for Black students and students with disabilities. (g) Need for specific culturally-relevant educational practices, instructional strategies, team processes and curricula content, supported by research, to increase the achievement of culturally-diverse students. (h) While teachers meet as teams to analyze & discuss data, more opportunities for teachers to collaborate and learn from peers are needed (i.e., professional learning communities).

Interventions Selected to Support Mathematics Teaching & Learning

Support students who struggle (RtI Tier 2) and increase learning time by providing additional supports through –

- D. Scholastic Math Inventory...research-based, rigorous tool to (i) screen students & identify classroom instruction needs; and (ii) identify high-need students for intervention aligned to their needs
- E. Math Interventionist...to instruct six classes (20 students each) of students identified in high-need of additional mathematics support
- F. Math 180... purchase to own 120 student licenses to support the needs of six classes (20 students each) of high-need students instructed by SIG-funded Math Interventionist

School Leadership

Data Findings for School Leadership & the Development of Teacher & Leader Effectiveness

By appointing a new principal and hiring a new assistant principal at the beginning of school year 2013-14, *Self-Assessment* findings reveal staff confidence in the abilities and the desires of building leadership to effectively lead and support teaching & learning and school culture at Stonybrook Middle School. Individually and collectively, they bring expertise and know-how for successfully-leading instructional and behavioral reforms needed to raise the performance levels of students. The principal possesses the requisite knowledge and skills in pedagogy, instructional practices, data analysis, and ability to build relationships necessary to significantly-impact school culture and student achievement. As importantly, she has the grit and determination required to transform Stonybrook Middle School.

LEA analysis

At the beginning of the year, the Chief of Academics and Assistant to the Superintendent for Grades 7-12 had a courageous conversation with the principal regarding "having the right people in the right seats." The principal assured us there would be strong accountability for student achievement throughout the school and guaranteed we would see a difference. Further, she committed to enhancing the professional culture to promote staff participation, collaboration and professional development to enhance student learning.

The newly-hired assistant principal formerly was a highly-effective middle school principal. He was seeking the experience of working in an urban district and dramatically contributing to the improvement of the school. Not only does he bring expertise in middle school reform, he successfully implemented

PBIS in his former school. His strong presence has already made a difference in the culture. Even though his main responsibilities are centered on culture, discipline and special education, he holds an "optional" Friday morning (6:00 a.m.) PLC and has studied Mike Schmoker's work. At the close of each week, he sends "Friday Focuses" to all staff—geared toward improving teaching and student learning. There is a shared commitment to improving culture and performance under the guidance of this new, dynamic leadership team.

A new central office Assistant Superintendent for Secondary Schools continuously monitors and supports (onsite) the work of Stonybrook leadership and the performance of its students. Twice monthly, leadership meetings are held for district principals to receive PD, collaboratively engage in peer discussions, and problem-solve barriers faced by individual leaders or across schools. The Assistant Superintendent for Grades 7-12 meets weekly with the Stonybrook Middle School principal to provide individual guidance and support.

One of only six pilot sites implementing the requirements of the State's new performance evaluation system, Warren now fully-applies its provisions. Annual performance evaluations for principals and teachers are in place combining performance measures, student achievement and growth that result in four levels of performance ratings. All certified employees receive summative ratings from the following sources: Domain 1- instructional planning; Domain 2- effective instruction; Domain 3- classroom environment; Domain 4- professional. Using iPads or laptops, data from multiple observations are electronically-entered & maintained on the district's PIVOT warehouse site. Teachers receive feedback within 24-hours, allowing corrective action, if needed, to adjust instruction. The principal uses these data to identify professional development needs of individual teachers, or when patterns of behaviors across multiple teachers appear, to identify school-wide PD supports.

Intensive professional development initiatives that started during 2013-14 are considered to be of high-quality and job-embedded to support teachers' use of newly-developed ELA & mathematics curriculum maps, *Unit Guides*, and rigorous formative assessments aligned to College and Career Readiness standards. The district-funded external provider, McREL, is providing site-based trainings to support teachers' effective use of instructional strategies to implement the more rigorous academic standards. During school year 2013-14, these trainings focused on close reading, vocabulary, and mathematical practices. Next year's work will support effective small-group instruction, strategies for providing student choice to personalized learning.

The Indiana Department of Education and the Great Lakes East/American Institutes for Research (AIR) worked with the district, principals and middle school English /Language Arts teachers to redesign the 100-minute block based on adolescent literacy research. In collaboration with McREL, middle school English/Language Arts teachers also will be supported by AIR when redesigning curriculum maps and *Unit Guides*, to ensure alignment with the research and expectations established for our new 100-minute ELA instructional model. Professional development will be provided by AIR that is directly linked to changing instructional practices during the 100-minutes, in order to improve student learning.

Although embedded professional development opportunities have been built into the master schedule for important teacher (team) data meetings, similar opportunities for PLCs (teacher collaboration/learning among peers) are not built into the daily schedule. PLCs must occur in order for the staff to work together, continually, to help each other improve their practice. The PLCs will provide high-quality professional learning, allowing teachers to collaborate, build community among colleagues and share understanding of student achievement.

When asked about incentives most desired by teachers and leadership, time & support to attend professional learning with peers (outside the district—relevant to work at Stonybrook) was the overwhelming response among staff. Note that these are the same educators who will staff Stonybrook next school year.

**Justification
for Selected
Interventions**

All Stonybrook Middle School educators will engage in trainings and in professional teams that support their individual and collective capacity to effectively implement engaging, personalized learning environments—using strategies that meet each student’s academic needs.

Reasons that SIG-funded initiatives focus on professional development (at a variety of levels) include: (a) Availability of new digital content for classroom teachers’ use with students (myOn Read, Achieve3000) will require staff trainings to support their effective and efficient use of these instructional tools. (b) Opportunities for intensive PD training beyond the regular school day & year accomplish three objectives: (i) They honor teachers’ preferred incentive for recognizing their efforts and accomplishments as a Transformation Model school; (ii) They build staff knowledge, understanding and capacity for leadership role and professional growth; and (iii) PD trainings further Stonybrook’s goals for substantially impacting students’ academic achievement over the next three years; (c) Support through external provider AIR will broaden & strengthen staffs’ ability to meaningfully & purposefully use its new 100-minute-block ELA instruction model to increase learning during core content instruction; (d) Stonybrook’s master schedule for 2014-15 is being revised to incorporate embedded time for Professional Learning Communities (teacher collaboration/learning with peers) and expertise is needed to help frame & implement effective PLC meetings. (e) A multi-year commitment for support from external provider McREL enables our continuous growth in successfully employing instructional strategies aligned to college and career readiness standards.

Interventions Selected to Provide Sustained Support and Develop Teacher and Leader Effectiveness

- A. Staff trainings to support the implementation of SIG-funded initiatives...myON Reader, Achieve3000, Read 180, Scholastic Math Inventory, Math 180; and Opportunities for intensive PD staff trainings beyond school day & year...selected by principal & teachers to support Stonybrook’s goals for leadership, effective teaching & learning, culture, achievement gaps, & student engagement
- B. Extended PD through the IDOE/Great Lakes East/American Institute for Research (AIR)...provided across school year to (i) support Stonybrook’s new 100-minute block ELA instruction model (Initially-funded during 2013-14 thru IDOE Outreach); (ii) help frame & support the effective implementation of new Professional Learning Communities (Master Schedule changes made for SY 2014-15 to embed PLCs into schedule)
- C. Routine *Process Checks* conducted by external consultant...to monitor and support Stonybrook’s full and effective implementation of proposed SIG-funded initiatives
- D. PROVIDED THRU OTHER DISTRICT FUNDS: External Provider McREL...for teachers’ effective use of instructional strategies to implement college and career readiness standards (close reading, vocabulary, mathematical practices, effective small-group instruction & providing choice for students)

School Infrastructure

LEA analysis

Data Findings Related to Extended-Time Learning

Self-Assessment findings include: (a) Too frequently, classroom instruction has placed the same cognitive demand on all learners. Those who are farthest behind require additional time and support to close achievement gaps (particularly for Black students and students with disabilities). (b) Instruction has not been adequately differentiated or personalized for all students. (c) Although every student participates daily in 30-minutes of “Success” remediation/enrichment, more time and intervention specific to individual students’ needs are required for our highest-need students. (d) Research findings show that extended learning time has emerged as a promising policy option in recent years among such organizations as *Massachusetts 2020*, the *Center for American Progress*, the *Harvard Family Research Project* and others. (e) Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households (75% poverty at Stonybrook). (f)

Successful extended learning-time programs have been shown to have these characteristics: (i) They involve teacher commitment and leadership; (ii) They are evidence-based and data-driven; (iii) They engage the support of parents, partners and the community; and (iv) They are focused on core academics and enrichment activities that are aligned with other goals and reforms.

Data Findings Related to Behaviors that Interfere with the Teaching and Learning of All Students

Located on the east side of Indianapolis, hardly a day passes without an evening news report of violent crime or family disturbances within our community. According to SAVI Data, the juvenile crime rate (ages 5-17) within Warren Township is higher than those rates in the surrounding school districts of Lawrence, Decatur, Washington, Perry, Pike and Franklin Townships.

Fight Crime: Invest in Kids, 2012, shows that “juvenile crime is greatest from 3-6 pm—in the after-school hours while parents are at work. Their research shows that, “Children who participate in afterschool programs are less likely to use drugs, become teen parents, or become victims or perpetrators of crime.”

In the *National Longitudinal Study of Adolescent Health*, Dr. Robert Blum’s findings demonstrate that the two strongest predictors of adolescent substance abuse and behavioral issues (dropout, suspension) are academic difficulties and unsupervised time after school. Within this national study, it is shown that these predictors far outweigh factors of race, ethnicity, income or family structure.

Table 1: Comparison of Suspension Rates among Warren Township Middle Schools

2012-13 Suspensions			
Stonybrook Middle School		Creston Middle School	Raymond Park Middle School
656 Students Enrolled		600 Enrolled	579 Enrolled
Indian Students	0	0	1
Black Students	216	142	59
Hispanic Students	14	6	9
White Students	13	13	38
Multiracial Students	12	3	7
TOTAL Suspended	255 (39%)	164 (27%)	114 (20%)

During the 2012-13 school year, the 39 percent suspension rate at Stonybrook was substantially higher than other district middle schools (nearly double the rate at Raymond Park Middle School).

Table 2: Disaggregated Suspension Results (by Discipline Codes)

2012-13 Stonybrook Suspensions by Discipline Code							
Code #	2	7	10	11	12	14	15
# Students	5	1	137	56	2	14	40

The most predominant reasons for suspension (identified by Code #s above) were: Fighting, Inflammatory Actions, and Defiance. Additionally, 909 students were assigned to in-school intervention last year, primarily due to defiance issues.

Justification for Selected Interventions

Root causes of extended-time findings: (a) District funding for “late activity buses” ceased to be available after SY 2011-12. (b) Transportation beyond the regular school day for Stonybrook parents presents a barrier to students’ participation in afterschool initiatives. (c) Traditional afterschool programming has focused exclusively on academic support (ELA & Math tutoring); students not sufficiently engaged or motivated to attend.

Root causes of data behavioral findings include: (a) As attendance boundaries were re-established and grade spans reconfigured, significant demographic changes occurred at Stonybrook. In 2010-11, our poverty rate was at 50 percent. By 2012-13 it had soared to 75 percent. Of the 656 students enrolled, 61 percent were Black; 20 percent White; 12 percent Hispanic; 6 percent Multiracial; and 1 percent Asian. Students with disabilities represented 18 percent of our population, with EL students at 7 percent; (b)

Lack of culturally-responsive positive behavioral interventions and supports (CR-PBIS); and (c) Unclear expectations and procedures for school-wide behaviors and for teachers making decisions to refer students to the office.

With well over one-third of students (39%) suspended from school--primarily due to fighting, inflammatory actions and defiance--we fully-recognize that when disruptions occur in the learning environment, students cannot learn; that when students are not in class, they cannot learn. Teachers must be supported in their use of effective culturally-responsive practices and interventions, both within the classroom and across the entire school experience, to limit and appropriately-address disruptions (district-funded external provider Virtuoso). Parents and community members, alike, must play a more prominent role in school partnerships that support students' behavioral and learning needs. Support in working directly with students and families to reduce student suspensions is lacking. Overwhelmed by other demands, community partnerships have been limited.

Interventions Selected to Support School Infrastructure

Supports for students who struggle (RtI Tier 2) and increased learning time will be provided through –

- A. Extended-Learning Time...through highly-engaging ELA/Math support 2-hours afterschool & 3-hours during Week 1 of each Intersession fall & spring break. (Sessions will also feature character education, community-based projects, First Lego League robotics programs (i.e. STEM activities) and topical series for parent participation & trainings)

Decreased suspensions and behaviors that interfere with teaching & learning will be supported through--

- B. Full-time Social Worker/PBIS Specialist ...to work directly with students & their families, and to establish community relationships & partners to support the goals and needs of students
- C. Supplies to promote school culture for positive behaviors (nominal incentives for students); fees that promote community partnerships (library cards), and materials (for afterschool/intersession activities)
- D. PROVIDED THRU OTHER DISTRICT FUNDS: External Provider (Virtuoso) trainings to support full implementation of CR-PBIS school-wide strategies and to plan Tier 2 & 3 behavioral interventions

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

☐ Turnaround

☒ Transformation

☐ Restart

☐ Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

In addition to meetings with key stakeholders by district officials and ongoing discussions between the Stonybrook Middle School principal and staff members to solicit input, a comprehensive needs assessment was conducted in developing this SIG (g) application. An analysis of data findings led to the identification of existing needs and areas of highest priority. Findings from student and school data results, the identification of root causes and an examination of related learning needs (learning environments & behavioral factors) were considered. Information gained through a *Self-Assessment of Practices in High-Performing Urban Schools* and review of Stonybrook's 2014 *Student Achievement Plan*—augmented data findings and formed the basis of our needs assessment and analyses.

An examination of all data sources, influenced by research findings for evidence-based successful school reforms and interventions to better impact teaching, learning, and higher levels of achievement for all students, led to our decision to select the **Transformation Model** on the basis of its aligned fit with our most compelling needs.

Transformation Model Requirements and Aligned Data Findings

REQUIRED ELEMENT: Replace the principal who lead the school prior to implementing the model

Five days prior to the beginning of the 2011-2012 school year, the superintendent removed the principal due to lack of effort to support improved performance. While it was a difficult decision, we believe that significant improvement is about finding the right individuals. Chronically low-performing schools demand significant change in leadership, expectations, culture and methodologies. Leadership and teachers are the most influential factors in turning around school performance.

The superintendent interviewed Mrs. Pam Griffin for the position. Her decision for selecting Griffin was justified on the basis of her performance across the prior school year. Warren had just reconfigured (district-wide) its K-8 buildings into newly-recreated K-4 elementary, 5-6 intermediate academies and 7-8 middle schools. Mrs. Griffin was the dean of the new Creston Intermediate Academy. There, she worked collaboratively with its principal, Mr. Foster (a former Distinguished Educator), demonstrating outstanding leadership skills in Creston's successful transition of new grade-level reconfigurations, adjusted teacher grade-level assignments and school-wide efforts to successfully meet student needs in Year 1 of the academy's existence.

With full-confidence in her demonstrated abilities and positive vision for leading, the superintendent gave Mrs. Griffin the responsibility to serve as principal and turn around the performance of Stonybrook Middle School. Pam Griffin possesses the requisite knowledge and skills in pedagogy, instructional practices, data analysis, and ability to build relationships necessary to significantly impact school culture and student achievement. As importantly, she has the grit and tenacity required to transform Stonybrook Middle School. While we know that true reform does not happen overnight, observations, process checks and data (i.e., reduced suspensions; Acuity—Indiana's formative assessment that is highly-predictive for ISTEP performance) confirms that Mrs. Griffin is leading the school in the right direction.

At the start of the 2013-14, Warren's Chief of Academics and the Assistant to the Superintendent for Secondary Schools met with Mrs. Griffin for a courageous conversation centered on "having the right people in the right seats." The principal is an advocate for strong accountability for student achievement and has guaranteed to make a difference. She is committed to enhancing the professional culture to promote staff participation, collaboration and professional development to increase student learning.

Another key member of the leadership team, the assistant principal, was replaced by Mrs. Griffin at the beginning of the 2013-14 school year. Mr. Kyle Barrentine brings exceptional experience as the former principal of a highly-effective middle school. Desiring urban school experience, his hope was to be part of a reform movement for dramatically improving achievement in a high-needs school. In addition to his expertise in school reform, he successfully implemented PBIS in his former school (a new initiative for Stonybrook). Mr. Barrentine's strong leadership presence is already making a difference in Stonybrook's school culture.

Stonybrook's Aligned Data Findings

- By appointing a new principal and hiring a new assistant principal at the beginning of school year 2013-14, *Self-Assessment* findings reveal staff confidence in the abilities and the desires of building leadership to effectively lead and support culture, teaching and learning at Stonybrook Middle School.
- Individually and collectively, school leaders bring expertise and know-how for successfully-leading instructional and behavioral reforms needed to raise the performance levels of Stonybrook's students.
- Analyses of formative assessment data (Acuity) suggest that academic performance on the 2014 ELA and Mathematics ISTEP+ will increase from 2013 proficiency levels.
- A new central office Assistant Superintendent for Secondary Schools continuously monitors (onsite) the work of leaders & teachers and supports their work and the performance of Stonybrook students.
- Twice monthly, leadership meetings are held for district principals to receive PD, collaboratively engage in peer discussions, and problem-solve barriers faced by individual leaders or across schools.
- Assistant to the Superintendent for Secondary Schools individually mentors principal on a weekly basis

REQUIRED ELEMENT: Use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal.

To ensure buy-in, Warren teachers and administrators formed committees to create our district's performance evaluation metrics, aligned to the expectations of Indiana Public Law 90 and the Indiana Department of Education's model for annual Teacher Performance Evaluations, called TEAM. Warren Township's teacher evaluation process encourages the improvement of instruction through collaboration between teachers and building administrators and ongoing professional development and support. The high quality of instruction that lies at the heart of our district's commitment to academic excellence depends upon consistent implementation of professional behaviors. Our process is intended to engage teachers and their evaluators in a professional dialogue that encourages growth and improvement.

Selected to serve as one of only six pilot sites for implementing the requirements of the State's new evaluation system, we are now fully-implementing its provisions. Teachers and administrators spent a year creating our new model. A TEAM maintenance committee, consisting of teachers and administrators, continue to meet and make adjustments with the system. Warren annually evaluates teachers and leaders, creates intervention plans for those who struggle, and has the option to dismiss those who do not improve after a second level of intensive help. Principals and teachers, alike, receive a very clear, comprehensive outline of the expectations on which they will be measured.

At a minimum, reviews last 20 minutes with a requirement of one-announced and five-unannounced reviews throughout the school year for all teachers. Teachers receive feedback within 24 hours through PIVOT (i.e., district's data warehouse), in four domains (instructional planning, effective instruction, classroom environment and professional commitment). Evidence is linked to the rubric and provided a rating (highly effective (4), effective (3), improvement necessary (2) and ineffective (1). Summative scoring obtained by evaluator's classroom observations and evidence submission process makes up 90 percent of the overall evaluation. Student achievement and growth data consist of scores obtained from the Indiana Schools A-F Accountability System. The school's assigned summative score will automatically be inputted into this category. Students' achievement scores make up 10 percent of the overall evaluation. In the domain of Professional Commitment, certificated employees are classified as either "Meets Expectation" or "Does Not Meet Expectations." Professionalism is an expectation of all Warren employees. Therefore, only a "Does Not Meet Expectations" classification will impact a teacher's score. If any teacher is rated as "Does Not Meet Expectation," one categorical deduction is taken from their final score (e.g. moving from effective (3) to improvement necessary (2)).

Generally, feedback allows teachers to quickly take corrective action (if needed) to adjust instruction. It also provides affirmation for great instructional practices. When a pattern of ineffective practices or behaviors are observed, a "problem-solving" meeting occurs where the teacher and principal discuss the concerns and create a plan to solve them, within an established timeline. If the problem is resolved within the timelines, the process ends. If not, teachers face intensive intervention. This involves a team of roughly five fellow teachers and principals. Over a new time frame, team members conduct observations and give feedback and advice. If the teacher improves, the process goes back to the less intense problem-solving level. If not, the principal can recommend to the superintendent to cancel the teacher's contract. While teacher dismissal is never taken lightly, taking action in the best interest of students is the objective.

Similar to teachers, principals are annually evaluated within five-performance-level ratings (highly effective, effective, minimally effective, improvement necessary, and needs improvement), based on valid performance measures—including achievement and growth of all students—and other measures of professional practices. Through school observations, principal practices are observed by assistant superintendents. Since new principals are assigned a highly-effective mentor-principal, first year leadership issues that normally challenge new administrators are rarely an issue in Warren Township. After the site observations, principals receive either oral or written feedback, as deemed most appropriate. If a pattern of need is identified, written work-improvement plans are jointly developed, with expectations and time frames defined. As with teachers, principals receive a mid-year and end-of-the-year formal evaluation and are placed into one of five performance level categories. Those evaluations are used for continual improvement in instructional leadership, to guide professional development needs, and to inform personnel decisions.

Stonybrook's aligned data findings

- Annual performance evaluations for principals and teachers are in place using performance (domain) measures and student achievement and growth, resulting in four levels of performance for teachers and five for principal ratings.
- Teachers and principals receive feedback within 24 hours following each performance evaluation observation, allowing corrective action, if needed, to adjust practices.
- The principal uses these data to identify professional development needs of individual teachers, or when patterns of behavior across multiple teachers appear, to identify school-wide PD supports.

REQUIRED ELEMENT: Reward school leaders, teachers, and other staff who, in implementing the Transformation Model, have increased student achievement. Remove those who, after opportunities have been provided to improve, have not.

As noted above, immediate feedback, following performance evaluation observations, allows teachers to quickly take corrective action to adjust instruction. If the unsatisfactory issue(s) persists, a "problem-solving" meeting occurs where the teacher and principal discuss the concerns and create a plan to solve them, within an established timeline. If the problem is resolved within the timelines, the process ends. If not, teachers face intensive intervention involving a team of fellow teachers and an outside administrator. Over a new time frame, team members conduct observations and give feedback and advice. If the teacher improves, the process goes back to the less intense problem-solving level. If not, the principal has the authority to remove ineffective staff.

For those who have increased student achievement, through the implementation of the Transformation Model, monetary rewards are not desired. In fact, the most coveted "reward" requested by teachers is the opportunity to participate in intensive PD staff trainings beyond the regular school day & year. Identified and selected by building leadership & teachers (who will staff the school next year), such opportunities will support Stonybrook's goals for leadership, effective teaching & learning, culture, achievement gaps, and student engagement. (Example: July 14-19, 2014, the *Institute for Urban School Leaders* at the Harvard Graduate School of Education, where school teams examine successful practices from urban settings; explore strategies that promote student engagement; identify leadership roles required to improve teaching & learning in classrooms; examine beliefs & cultural impacts for learning; explore techniques for closing achievement gaps). In addition, staff would appreciate being incentivized with supplies for their classrooms and additional time to collaborate during intersession or during the summer.

Stonybrook's aligned data findings

- The principal has the authority to hire and remove staff that will be most effective in meeting challenging academic needs of the school.
- Monies to support teachers' travel and participation in national conferences or intensive trainings outside the district and beyond the school day/year are extremely limited for use by school staff.
- When asked about incentives most desired by teachers and leadership, time & support to attend professional learning with peers (outside the district—relevant to work at Stonybrook) was the overwhelming response among staff.
- Other appealing incentives identified by staff were additional classroom supplies and extended-year collaboration time.

REQUIRED ELEMENT: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.

We believe that our most important asset is our people. Providing the best teachers and school leaders has the most profound impact on our students' success. Ensuring that they are adequately prepared to implement initiatives is a critical component for Stonybrook's improvement plan, through the Transformation Model.

A number of vital supports will be district-funded, through professional development provided by our External Providers. Other initiatives, relevant to this grant, will be funded through SIG-grant monies.

As detailed in *Part 8, Selection of External Providers*, professional development efforts initiated over this past year will continue to sustain and expand educators' implementation of initiatives relevant to our reform strategies.

External Provider McREL (Mid-continent Research for Education & Learning), a highly-regarded education research and development corporation (e.g., Marzano's work came from McREL) worked collaboratively last summer with more than 80 district teacher representatives, coaches, department chairs and principals to create our district's new ELA and Mathematics Curriculum Maps (aligned to ICCSS) and again during fall Intersession to create *Unit Guides*. District formative assessments, were not sufficiently rigorous and found to be inadequate for tracking student progress. Those assessments were revised to align with ICCSS. This summer, work will continue with the review and revision of those resources to re-align them to Indiana's new College and Career Readiness Standards. Work will also begin for the development of maps and units in the content areas of Social Studies and Science with our secondary schools.

Across last school year, McREL content experts conducted multiple site trainings in every district school. Prior to each visit, Skyping meetings were held with each principal, the district's Assistant Superintendent for Educator Effectiveness and McREL to ensure that upcoming trainings would be aligned to specific school needs. During the site trainings, Stonybrook Middle School principals, the instructional coach and teachers received authentic and effective job-embedded professional development—focusing on close reading strategies, vocabulary and mathematical practices. Following visits, feedback was sought, reports written & submitted, with follow-up provided.

McREL will continue to be an important External Provider during 2014-15, continuing to support core classroom instructional practices, focusing on effective small-group instructional strategies and providing choice for students. Please note that McREL is district-funded and will not be incorporated into the budget.

External Provider Great Lakes East/AIR (American Institute for Research) was provided via IDOE Outreach during 2013-14 to support middle schools' design of their new 100-minute-block ELA instructional model. Recommended by key leaders of *Great Teachers & Leaders* and *Career Readiness & Success* (federally-funded comprehensive centers), AIR's Dr. Chris Rauscher was highly-recommended for her expertise in adolescent literacy research and ability to help teachers apply that knowledge to greatly impact teaching and learning during the 100-minute ELA block.

The IDOE, along with Great Lakes East/AIR are working with Warren's district leadership, principals and teachers to review research on the necessary components of the ELA block, create a new model and to share effective instructional strategies & programs (e.g., *Word Generation* vocabulary program) with other middle schools across the State.

This support aligns with needs identified in Stonybrook's *Self-Assessment* and achievement data findings. Stonybrook participants greatly benefitted from these initial trainings but recognize that greater, sustained supports are needed. Our SIG proposal includes grant funding for additional job-embedded professional development from Dr. Rauscher at Stonybrook Middle School to continue its work for effective implementation of the 100-minute-block for ELA instruction. This support will be specific to the English teachers, instructional coach and administrators across each school year of the grant. This summer, AIR will also provide support with Stonybrook teachers' re-design of curriculum maps to lengthen the *units*, to ensure three types of writing (i.e., argumentative, narrative & persuasive) and to provide PD on best practices with small-group instruction. (This support is in addition to the McREL mapping and *unit* development work.) Dr Rauscher will also provide technical assistance in helping Stonybrook frame and implement effective, new Professional Learning Communities (teacher collaboration & peer learning time). Stonybrook has revised its 2014-15 Master Schedule to embed time for PLCs.

External Provider Virtuoso will support teachers in their use of effective culturally-responsive practices and interventions both within the classroom and across the entire school experience to limit and appropriately-address disruptions. Virtuoso will assist Stonybrook Middle School with planning and implementing CR-PBIS and professional development on effectively using culturally-relevant teaching strategies. This support aligns with the needs and goals to improve school culture and decrease suspension rates. The district is funding this work and it will not be reflected in the SIG budget.

Stonybrook has created a plan to develop and implement culturally-relevant positive behavior interventions and supports (CR-PBIS). A facilitator (Stonybrook teacher) and school team attended six (6) after-school trainings (3 hours each) throughout the 2013-2014 school year. Assignments were given (e.g. develop a Matrix for expected behaviors in hallways, cafeteria, & restrooms; create lesson plans to teach those behaviors to students); and team documents were placed in a Dropbox, available to Virtuoso, district leaders, principals and other school teams). In addition, Virtuoso attended staff meetings to help with conversations about referral data, trends and expectations and supports.

Next year, as CR-PBIS is fully implemented (for Tier I), Virtuoso will provide on-site assistance and will continue to train teams on Tier II behavioral interventions. Stonybrook teachers will be ready to start the 2014-15 school year by teaching students the CR-PBIS expectations for their school. They will receive continuing PD from Virtuoso through job-embedded support for creating Tier II support. Across the next three years, trainings will continue for adding Tier III supports and receiving PD for culturally-relevant teaching strategies.

As part of this initiative, Stonybrook monitors suspension data on a monthly basis. A decrease in disruptive behaviors, as well as closing the gap with suspensions (i.e., African Americans are suspended at a higher rate than other groups), are ways that effectiveness will be measured. Discipline referrals will be shared and discussed at Stonybrook's monthly staff meetings, to track progress and identify adjustments needed.

The district is committed to improving student achievement and added a new position in 2013-2014 that was greatly needed. Ryan Russell, Assistant to the Superintendent for Teacher Effectiveness will coordinate, with the principal, all professional development (based on school needs) with outside experts, e.g., McREL (curriculum and instructional strategies to meet demands of new standards); Virtuoso (cultural competency and PBIS); American Institute for Research (100-minute Middle School E/LA block); Scholastic training (Math 180; Read 180; Scholastic Math Inventory); myOn Reading; and Achieve 3000.

Additionally, training is provided to the instructional coaches (each school has a Coach). Further, Mr. Russell provides professional development for the effective use of integrating technology to personalize learning.

Stonybrook's principal will create a professional development calendar at the beginning of each year. Of course, these calendars are fluid, as adjustments are made based on needs identified through observations, data and teacher requests.

SIG-FUNDED INITIATIVES

- A. Staff trainings to support teachers' implementation of SIG-funded initiatives (i.e., the use of digital content through myON Reading and Achieve3000; programs & tools to support struggling students, through Read 180, Math 180, and Scholastic Math Inventory).
- B. Opportunities for intensive PD staff trainings beyond the school day & year, selected by teachers and the principal to support Stonybrook goals for leadership, effective teaching & learning, culture, achievement gaps, & engagement (e.g., summer *Institute for Urban School Leaders* at the Harvard Graduate School of Education).
- C. American Institute for Research trainings to support the 100-minute ELA block & new PLCs
- D. Monthly Process Checks conducted by an external consultant to monitor implementation, ensure fidelity to the approved grant proposal, and to provide ongoing feedback to district leadership for program improvement to inform adjustments needed across the entire project period and to ensure that performance goals are achieved.
- E. Provided through other district funds — External Providers: McREL for teachers' effective use of instructional strategies to implement college and career readiness standards and Curriculum Maps; Virtuoso trainings to support full implementation of CR-PBIS and to plan Tier 2 & 3 behavioral interventions; Assistant Superintendent for Educator Effectiveness trainings to support teachers' effective integration of new instructional technologies (i.e., Smart projectors, whiteboards, document camera)

Stonybrook's aligned data findings

- Research shows that highly-effective teachers are shown to be effective with all groups of students—regardless of initial achievement levels
- Evidence cited in teacher performance evaluations show that strategies are being implemented (i.e., Do we see the practices taught by McREL and AIR being implemented during classroom instruction? Are curriculum maps being used to plan lessons?)
- PD provided through the district is aligned to the curriculum and instructional program
- Ongoing PD initiatives provided through external providers (McREL, AIR, Virtuoso) are valued by staff
- While teachers meet as teams to analyze and discuss data, there are not enough opportunities for teacher to collaborate (i.e., professional learning communities)
- Further support is needed for the successful implementation of the 100-minute ELA block model and to support

teachers' effective use of small-group instructional strategies, providing choice for students, and implementing new PLCs

REQUIRED ELEMENT: Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.

Intrinsic incentives are used to recruit, place & retain staff. Stonybrook teachers receive exceptional support, both individually and collaboratively. A two-year *Orientation Series* is a prerequisite to a teaching contract within our district. This training supports teachers' understanding and awareness of district initiatives and resources available to support their work (e.g., the 8-Step Process for Continuous Improvement; effectively incorporating technology into lessons).

Since Stonybrook is a "Google" school, each teacher receives their own personal laptop that allows for easy access to the district's Tyler SIS for student information; PIVOT for administrative feedback (from ongoing performance evaluations) and student data; and most importantly, their Google Drive, which provides the ease of instantaneously sharing information with colleagues and students.

Incoming teachers are impressed with our newly-created ELA & Mathematics curriculum maps, *Unit Guides*, and aligned formative assessments. They are excited to be part of a building with a 1:1 technology initiative, where every student has a Chromebook (personal computer). Stonybrook's new Mediaplex (renovated library) is an instructor's dream, providing a technology-rich environ with Si-Com labs (where each work station supports two monitors: one showing what the teacher is doing; the other allowing the student to immediately replicate the process being taught by the teacher); and collaborative learning studios (accommodating up to six students at each of six tables). Each table is a dry-erase board with a computer located inside the table. Students use wireless keyboards & mice to avoid tabletop clutter.

As much as any other factor, teachers desire time to work and collaborate with their peers. Teacher grade-level and content-area collaborative working time is embedded into Stonybrook's schedule for (1) data meetings to use formative assessment results (every 3 weeks) to review progress, discuss challenges, make instructional adjustments, and re-group students (school-wide) for daily 30-minute *Success* periods; and (2) PLC meetings will be embedded into Stonybrook's master schedule for 2014-15 allowing time for team collaboration and peer learning.

Teachers who are new to Stonybrook do not feel the same overwhelming sense of "aloneness" often experienced in urban districts. Our collaborative practices are long-embedded into the school's culture and continuous improvement systems. It's *The Warren Way*. Here, every new teacher is assigned a mentor; the district's Superintendent visits every new teacher's classroom and meets with the principal to discuss the strengths and needs of our first year teachers. High-quality opportunities for professional development are provided; instructional coaches support individual teachers and instructional goals and assist with school data and resources; Teacher Appreciation Days and other celebrations of success honor our professionals.

The aforementioned conditions and the district's reputation as urban leader in its delivery of effective education, makes Stonybrook Middle School a most desirable working environment. It's also worth mentioning that our district's health care plan and benefits (with Community Health facilities conveniently located on campus) are attractive and important to teachers and their families.

With the important initiatives currently underway at Stonybrook (e.g., Curriculum Mapping & *Unit Guide* development; CR-PBIS teams) teachers have many opportunities to play active leadership roles and to receive recognition for their contributions. Building principals, the assistant superintendent for secondary education, the assistant superintendent for educator effectiveness, and the chief academic officer are on-site in school buildings every day. District leaders know that retaining the most effective teachers and potential leaders is a top priority. We invest heavily in our staff and as leadership positions open across the district, our first desire is to place "one of our own." Teachers here know that career growth and promotion are genuine opportunities available to them in Warren Township.

REQUIRED ELEMENT: Establish schedules and implement strategies that provide increased learning time.

Currently, Stonybrook Middle School has in place strategies to increase learning time for both teachers and for students, as part of its nationally-recognized *8-Step Process for Continuous Improvement* and through its development of Stonybrook's master schedule. Warren Township's school day is longer than most Indiana schools to enable these strategies. All eight-steps of the process are described in detail within this application, under the *Required Element for Comprehensive Instruction Reform Strategies*. Steps 1, 2 and 5 & 6 are shown here, as they specifically relate to increased learning time for teachers and students.

Step 1—Data Disaggregation: Each summer, district & school leaders and teachers disaggregate and analyze state ISTEP+ testing results to determine whether state standards are being equitably learned by all students. Stonybrook's principal ensures that the school schedule provides weekly team planning periods for grade-level/subject area teachers to meet and discuss data, collaboratively plan and share best practices.

Step 4—Assessments: While the State's assessments annually measure the impact of instruction, we cannot wait for those results to ascertain the impact of our efforts. District-wide, formative and performance-based assessments aligned to State academic standards, and Acuity, inform our progress across the school year. Immediately after those assessments, principals convene Data Meetings (often attended by the Assistant to the Superintendent for Secondary), where each grade-level/content-area teacher team analyzes (individual teacher and group) data results; looks for patterns to determine curricular adjustments needed; tracks individual student progress (& posts individual student results on Data Walls); and regroups all students (based on data results) for "Success Periods," where individualized student needs are supported in daily, 30-minute sessions.

Steps 5 & 6—Tutorials and Enrichment: Warren Township has a longer school day than most Indiana schools, enabling us to accommodate personalized supports outside students' literacy and mathematics blocks of instruction. Unique, daily 30-minute *Success Periods*—operating *school-wide*—place students who need tutoring into small groups with a content teacher. Students mastering standards on formative assessments are assigned to larger groups, taught by a variety of staff—including non-content teachers (e.g., music, art, PE, counselors). Student groupings/teacher assignments are fluid, changing after each formative assessment. Daily 30-minute *Success Periods* are built into Stonybrook's Master Schedule. Further, teacher teams (PLCs and Learning Log_ and key stakeholders collaborate to reflect on assessment data for the purpose of adjusting instruction to personalize student learning.

To further support students' acquisition of English/language arts proficiency, the master schedule also builds in a 100-minute ELA block for core instruction. Through work with its External Provider AIR, teachers are receiving trainings to successfully use this instructional block to effectively meet students' needs. Other changes in the master schedule will enhance teaching and learning by: (i) Building into the schedule embedded-time for teacher collaboration/peer learning time during PLCs. (ii) Reducing the number of periods devoted to band, choir and orchestra classes to enable the scheduling of student interventions (i.e., Read 180 and Math 180) to support high-need students' specific learning needs. (iii) Moved lunch until later in the day to eliminate split classes that disrupt teaching and learning for students during the lunch time block.

SIG-FUNDED STRATEGIES will increase learning time for students beyond the regular school day and year.

Highly-engaging instructional support, internet access, character education activities, community partnerships (exciting ELO projects) and topical series for parent participation & trainings will be offered to Stonybrook students through extended-learning time across the school year for 2-hours after school (Monday-Thursday) and for 3-hours daily during Week 1 of each fall & each spring Intersession break.

While any student may participate, teachers also will identify struggling students who will be strongly encouraged to attend through direct communications with their parents/guardians. Scheduled activities will reflect a balance of engaging, collaborative and meaningful opportunities that support achievement and behaviors, while expanding students' experiences. Learning will be relevant to students' own interests, connected to real-world activities, giving youth opportunities to practice skills to become proficient at reading comprehension, mathematical problem-solving, good decision-making, and important conflict resolution skills.

Stonybrook's aligned data findings

- *Self-Assessment* findings reveal the lack of, and need for, teacher collaboration time through Professional Learning Communities
- At least 41 percent of Stonybrook students demonstrate reading proficiency levels below grade level, based on March 2014 SRI Assessment Data Reports. Interventions tailored to address students' individual needs and increase their levels of reading proficiency are needed.
- ISTEP+ ELA overall proficiency rates have dropped over the past three years to 56.5 percent in 2012-13. This is well-under the districtwide average (71.5 percent) and State average at 79.5 percent. Black students and students with disabilities consistently rank among the lowest proficiency rates.
- Achievement in mathematics, with Overall proficiency at 68.9 percent, is well-below the district average (78.7%) and the State average of 82.7 percent. Similar to ELA results, students in Grade 8 outperform those in Grade 7. Likewise, Black students and students with disabilities show the lowest levels of proficiency in mathematics achievement.
- *Self-Assessment* shows limited opportunities for extending the school day
- No transportation is available when extended-day opportunities are provided

REQUIRED ELEMENT: Provide ongoing mechanisms for family and community engagement.

Each semester, Stonybrook hosts family Literacy Night and Math and Science Evening events. Parent-Teacher monthly events for our families include movie nights, games nights and family skate parties. Annual Parent-Teacher Conferences are held to discuss student achievement, behavior and interventions, as needed. Parents are invited to serve on Stonybrook's School Improvement Committee, along with teachers, to examine improvement plans to ensure we are meeting established goals. As part of our Response to Instruction (RtI) process, parents are included in work with the Case Manager and referring teacher to confirm that all interventions are done with fidelity. *Parents Are the Core* evening meetings (with dinners provided) are held 5-times across the school year, where parents are invited to participate in sessions to support their involvement and understanding of school initiatives. Sample topics include understanding Common Core State Standards, bullying, homework tips, getting the behavior you want at home and at school. This spring, a *Community Needs Assessment* will be sent to all Stonybrook families to seek parent feedback concerning where we need to improve, what we are doing well, and what other services we can offer.

Quarterly *Reading Celebrations*, *Honor Roll Celebrations* and *Student of the Month* recognitions provide opportunities for students and families to celebrate students' successes. Signage on rolling PowerPoint presentations and a PacerCares partnership (Indianapolis NBA team) further support accomplishments.

Two significant district community partnerships support Stonybrook students, their parents and the entire school community:

Community Health Network/Community Hospital: MSD of Warren Township and Community Hospital have had a long standing partnership dating back many years. In 2008, an Employee Health Center was established for employees and their families. In 2009, Community Hospital established the Jane Pauley Health Center (a Federally-Qualified Health Center) to provide community medical services centrally-located at the Renaissance school. In 2011, Community Hospital, Warren Township and the Indiana School of Dentistry created the Jane Pauley Dental Clinic at the Walker Career Center providing services to students and residents. With services to roughly 6,500 patients per year, the integration of medical and behavioral health care—as well as access to various social and dental services—makes the Jane Pauley Community Health Center a national model for innovative health care solutions.

Gallahue School-based Mental Health Counseling Service: An important piece of Warren's collaborative partnership with Community Hospital is the provision of cost-effective, convenient school-based mental health services. This program provides year-round services at Stonybrook, in the students' homes, or other mutually-agreed upon places to help provide effective mental health services for Warren Township students and their families.

Today, services include assessment, therapy, case management, skills training and crisis intervention for clients and their families. Client participants have access to the full continuum of mental health care provided by the Gallahue Mental Health Program of Community Health Network of Indianapolis—including medication management and inpatient and day treatment.

School-based therapists (two full-time and one half-time at Stonybrook) and case managers serve as invaluable resources. They provide consultation to administrators and teachers regarding work with students experiencing mental health and behavioral difficulties, thereby considerably improving the classroom learning experience for many of our students.

SIG-FUNDED STRATEGIES

- A. As part of its extended-time afterschool and Intersession strategy, events that encourage parent participation will be organized across the school year to help staff foster relationships with families and to encourage parental involvement (e.g., Technology Series, where parents learn about the online options for their child's use of Chromebooks at home; or Technology Support to help parents' effective personal use of technology for locating resources, submitting online employment applications, obtaining online coursework, etc.).
- B. Students participating in afterschool/Intersession programs will be invited to participate in community partnership projects, under the direction of Warren Central High School's ELO Coordinator, in a pilot initiative to provide similar rewarding opportunities to middle school students. Projects will be identified in collaboration with community partners identified by the ELO Coordinator, the SIG-funded Social Worker (and approved by the principal) that foster positive community relationships, build teaming skills among students and result in activities that support learning and enhance the school and neighborhood families & community.
- C. Implementation of new CR-PBIS will be supported through the addition of a SIG-funded, full-time Social Worker/PBIS Specialist. The Social Worker will play a unique role at Stonybrook, working with school staff, students, families and community agencies in removing barriers to education—providing a vital link between home, school and community.

Working in tandem with the assistant principal, school counselor, External Expert (Virtuoso), and Stonybrook staff, the Social Worker will support the implementation of school-wide expectations for behaviors and tiered-interventions. The primary roles of the Social Worker will be to: (a) Work directly with students and families to reduce student suspensions; (b) Lead social skills groups (character education) to improve students' interpersonal relationships—both during school time and during extended-time afterschool/Intersession sessions; (c) To work collaboratively with the district's Extended-Learning Opportunities coordinator to develop high-interest, engaging afterschool service projects with community partners; and (d) To foster community partnerships that support school needs and initiatives.

Stonybrook's aligned data findings

- *Self-Assessment* findings note that while fall & spring literacy & math Family Nights are held, and monthly family events offered (movie night, game night, & skate parties), stronger relations & collaborative efforts on behalf of students are needed
- The principal builds strong relationships with students, teachers and parents
- Community partnerships are limited
- Stonybrook's 39 percent suspension rate is substantially higher than other district middle schools (nearly double the rate at Raymond Park Middle School)
- The most predominant reasons for suspension (identified by Code #s) were: Fighting, Inflammatory Actions, and Defiance. Additionally, 909 assignments were made to in-school intervention last year, primarily due to defiance issues.

REQUIRED ELEMENT: Provide comprehensive instructional reform strategies that promote the continuous use of student data to inform & differentiate instruction & use data to implement an instructional program that is research-based and aligned to State academic standards.

The *8-Step Process for Continuous School Improvement* has been implemented with fidelity, district-wide, over the past ten years. This process provides the framework for monitoring the implementation of the Transformation Model at Stonybrook.

Step 1—Data Disaggregation: Each summer, student test scores are used to identify instructional groups and to identify strong and weak curriculum areas and practices. Stonybrook's principal ensures that the school schedule provides weekly team planning periods for grade-level/subject area teachers to meet and discuss data, collaboratively plan and share best practices.

Posted Data Walls in the school keeps the focus on students' learning, with walls updated following each higher-level assessment (ISTEP, Acuity, SRI) to track progress and identify continuing needs.

Step 2—Instructional Calendar: Provides Curriculum Maps and *Unit Guides* that are aligned to State Academic Standards and used by teachers (created by teachers with assistance from McREL during 2013-14). Maps are available in English/LA and Mathematics. Summer 2014, Social Studies and Science maps will be created; and the ELA & Math maps and guides will be revised to align with new State standards. The calendars encompass all college and career ready standards and serve as a guide for instruction based on the need of the student group and the weight of the standard/objective/project.

Step 3—Instructional Focus: Teachers and students alike are expected to understand the instructional focus for each day's lesson (driven by the Curriculum Maps and *Unit Guides*). Continuous principal classroom walkthroughs, professional development trainings, teachers' collaborative planning & sharing of best practices and teacher mentoring (through instructional coaches/highly-effective classroom teachers) support quality instruction, aligned to State Academic Standards. Instruction is delivered using multiple pathways to address the unique learning interest, needs and pace of each student. Technology is used to personalize learning.

Step 4—Assessments: While the State's assessments annually measure the impact of instruction, we cannot wait for those results to ascertain the impact of our efforts. District-wide, formative and performance-based assessments aligned to State Academic Standards, and Acuity, inform our progress across the school year. Immediately after those assessments, principals convene Data Meetings where each grade-level/content-area teacher team analyzes data results (by individual teacher and by group results); looks for patterns to determine curricular adjustments needed; tracks individual student progress (& posts individual student results on Data Walls); and regroups all students (based on data results) for "Success Periods," where individualized student needs are supported in daily, 30-minute sessions.

Steps 5 & 6—Tutorials and Enrichment: Warren Township has a longer school day than most Indiana schools, enabling us to accommodate personalized supports outside students' literacy and mathematics blocks of instruction. Unique, daily 30-minute *Success Periods*—operating *school-wide*—place students who need tutoring into small groups with a content teacher. Students mastering standards on formative assessments are assigned to larger groups, taught by a variety of staff—including non-content teachers (e.g., music, art, PE, counselors). Student groupings/teacher assignments are fluid, changing after each formative assessment. Daily 30-minute *Success Periods* are built into Stonybrook's master schedule. In addition, teacher teams (e.g. PLCs, data teams), and key stakeholders collaborate to reflect on assessment data for the purpose of adjusting instruction to personalize learning.

Step 7—Maintenance: Just because something has been taught and initially mastered doesn't mean that students retain that learning. Most students need repetition for mastery to set in. Students maintain learned skills through periodic and cyclical reviews of standards taught (e.g., during "Bell-work," and using Acuity instructional resources). Personalized digital content provides an intentional and consistent maintenance of college and career ready standards.

Step 8—Monitoring: Principals who monitor the fidelity of the *8-Step Process* are effectively managing *curriculum and instruction*. Stonybrook's principal conducts daily classroom walkthroughs, as well as one (1) announced and five (5) unannounced teacher evaluations; holds student *Test Talks* (to meet individually with students to discuss their scores on State assessments and set achievement goals); convenes formal, monthly Data Meetings with grade-level/department-level team meetings; provides oversight of daily *Success Periods*; and celebrates success with teachers, students and parents. The superintendent monitors the principal's implementation of the *8-Step Process*, as do the assistant superintendents. Structured, half-day semi-annual *Process Checks* are conducted by the superintendent and central office leadership team in every school. Stonybrook's principal and each grade-level/department-level leadership team presents (with evidence) their progress, identifies challenges, and discusses strategies for the resolution of issues requiring central office support.

Regular monitoring is conducted by the central office staff. The Chief of Academics, Assistant to the Superintendent for Grades 7-12 and Assistant to the Superintendent for Educator Effectiveness are in schools daily. The Superintendent conducts visits to each school at least twice per year, and observes in every new teacher's classroom.

Committed to improving student achievement, the district added a new position in 2013-2014 that was greatly needed. Ryan Russell, Assistant to the Superintendent for Teacher Effectiveness, coordinates professional development (based on school needs) with outside experts, e.g., McREL (curriculum and instructional strategies to meet demands of new standards); Virtuoso (cultural competency and PBIS); American Institute for Research (100-minute Middle School E/LA block); Scholastic training (SRI to gain understanding of reading levels and lexiles; Read 180); and Achieve 3000. In addition, training is provided to Stonybrook's instructional coach. Further, Mr. Russell's team provides professional development for the effective integration of technology into teaching & learning. Stonybrook's principal creates a professional development calendar at the beginning of each year. Of course, PD calendars are fluid, as adjustments are made based on needs identified through observations, data and teacher requests.

The Chief of Academics and the Assistants to the Superintendent K-6 and 7-12 disaggregate data regularly. For example, Acuity data is analyzed after each administration. Trends are recorded and discussed. Not only are academic data tracked on a monthly basis, disaggregated suspension data are also analyzed, shared and discussed each month. Data are also disaggregated & shared to monitor the achievement of special populations.

MSD of Warren Township has a strong fiscal monitoring process. We continue to have excellent reviews by the State Board of Accounts. Our Chief Financial Officer is highly-regarded across the state and regularly provides training to other business managers. Warren's financial monitoring system has multiple checks and balances incorporated into its processes.

In addition to the aforementioned central office monitoring practices, MSD of Warren will contract with an outside expert to conduct monthly process checks to specifically monitor the implementation of all components of the SIG grant at Stonybrook Middle School. Reports of findings will be provided to leadership to inform them of implementation progress and adjustments needed to ensure that project goals are met.

While the *8-Step Process* and strategies detailed above provide Stonybrook's foundational system for continuously-using data to inform decision-making, new initiatives funded through this grant will further enhance and support its use of data to inform and differentiate instruction. Work through the IDOE/Great Lakes East/American Institute for Research (AIR) and relevant research findings for effectively impacting adolescent teaching and learning have influenced our Transformation Model.

- Core classroom instruction (Tier 1) will look different under this model. Instead of whole-group, direct instruction from the teacher, mini-lessons—followed by small-group instruction by the teacher, while others work independently or in collaborative groups using technologies and digital resources to support their learning—will represent a substantial shift from instructional strategies currently used.
- Students who struggle will be further supported through extended-learning opportunities, both within the school day (by interventionists using research-based programs aligned to their specific needs) and during afterschool and intersession academic, social and emotional sessions.
- The master schedule will be revised to accommodate time to support students (school-day interventions; extended-day & year supports) and teachers (embedded time added to support PLCs; embedded & extended day/year PD through external providers, district experts, & opportunities outside the district)
- Middle school students will be engaged, active participants in their learning; and teachers will have the tools and professional development needed to ensure that academic performance is substantially increased over the next three years.

SIG-FUNDED STRATEGIES

- A. Supports for differentiated core classroom instruction (Tier 1) & extended online learning opportunities through digital content for use by classroom teachers and students (myOn Reader--with 70% non-fiction text; Achieve3000);
- B. Classroom learning environments that support engaged and collaborative learning and 21st Century skills (Smart projectors, whiteboards, document cameras, round tables)
- C. Extended PD trainings by external provider AIR to support teachers' effective use of small-group instructional practices; and to support the framing of new PLCs

- D. Supports for students who struggle (Tier 2) by increasing learning time and resources targeted to meet students' individual needs (Read 180, Scholastic Math Inventory, Math Interventionist, and Math 180)
- E. Year-long, daily afterschool & Intersession programs designed to be highly-engaging offering academic support, character education, community-based projects, First Lego league robotics programs/STEM activities, and topical series for parent participation & trainings

Stonybrook's aligned data findings

- *Self-Assessment* findings show that Stonybrook has a strong, data-driven culture with regular analyses of academic and discipline data; principal knows school data & regularly meets with teachers to review and discuss data, strengths and weaknesses of student progress, and develops plans to remediate weaknesses
- While formative assessments reveal individual student needs, classroom instruction most-generally is not differentiated to address individual needs
- New assistant principal has a demonstrated track record of effectiveness and brings an extensive amount of knowledge on middle school reform
- New Assistant to the Superintendent for 7-12 provides weekly guidance and mentoring to the principal
- Instruction is primarily lecture-style and teacher-centered; instruction is not rigorous or cognitively demanding; ELA curriculum is primarily fictional text and narrative writing
- While staff have learned about Depth of Knowledge, activities for higher order thinking do not occur regularly in all classrooms
- Cooperative and collaborative learning activities are limited (furniture limitations)
- Too frequently there is little to no differentiation, placing the same cognitive demands on all learners
- Textbooks or novel (often below recommended lexile level) are primary drivers of instruction
- While every student has a Chromebook (personal computer), there is no digital content for Chromebooks at the MS
- Engaged & collaborative learning is limited. Classrooms do not have interactive projectors, document cameras, or whiteboards
- No funds to support Math Interventionist
- Supplemental resources (e.g., Achieve3000) only available for a small percentage of students
- More resources needed to support teachers' desire to better meet individual student needs, specific to those identified through data
- Need for culturally-relevant teaching practices

Describe how the model will create teacher, principal, and student change.

Proposed grant-funded initiatives lay the foundation to build on prior achievements and to enable our success in preparing all Stonybrook Middle School students for successful transition into Warren Central High School, then for graduation and college and careers.

With more than 650 students and poverty rate of 75 percent, all Stonybrook Middle School students and educators will benefit from the initiatives proposed within this application. We will transform school culture, learning expectations, supports, and achievement measured by State and new district formative assessments aligned to State standards. Data results will be methodically-used to adjust instruction, support struggling students and enrich learning for those demonstrating mastery.

All students will have opportunities for extended-day and -year learning, within technology-rich environs. Exciting strategies will feature high-interest digital content and Lexile-leveled instructional supports to address and accelerate learning—and ultimately the achievement of students.

The Transformation Model and SIG grant-funded interventions will create teacher, principal and student change in the following ways.

- A. Support comprehensive instructional reform through differentiated core classroom instruction and extended online learning opportunities by providing

1. Effective implementation of the 100-minute ELA block, including digital content for use by teachers and students.
 - myON Reader will provide anytime and anywhere access to a personalized literacy approach that matches students' interests and Lexile levels to over 3,500 award-winning, enhanced digital books. Since every Stonybrook student has a Chromebook (a personal computer for use in school and at home), student licenses for myON Reader provides a wonderful 24/7 connection with school, home and the classroom. It offers valid and reliable embedded assessments and scientifically-based predictions of students' future reading abilities. Seventy (70) percent of text is non-fiction and 10 percent is offered in Spanish. Digital content offers spoken word audio to model fluency, sentence highlighting and an embedded dictionary. During Stonybrook's daily 100-minute block for ELA instruction, teachers will be able to develop personalized reading plans for students based on their reading level and provide access to reading supports when necessary. In real-time, teachers track what students are reading and how long it takes them to complete assignments, measuring comprehension with end of book quizzes. Students monitor their own progress through their growth charts.
 - A leader in differentiated instruction, Achieve3000 employs web-based literacy solutions that are proven to increase reading comprehension, fluency, vocabulary, and writing proficiency for middle school students. With the belief that "Teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their maximum potential," we will purchase student licenses to access this powerful digital resource. Achieve3000 will be used by English, Social Studies and Science content teachers to differentiate instruction based on students' Lexile levels. At least weekly, employing a proven 5-step literacy routine, each content teacher will select articles, relevant to their core classroom lessons and aligned to students' interests, to support literacy acquisition across all content areas. The Achieve3000 assignments are interactive, engaging and relevant, providing more time-on-task and more practice—fostering higher achievement gains.
2. Learning environments that support engaged and collaborative learning promoting 21st Century skills will be provided in all Stonybrook classrooms through the purchase of Smart Projectors, whiteboards & document cameras and round tables. *Self-Assessment* findings reveal the lack of engaged and collaborative learning and the absence of resources to support it. In its recent analyses of school reform and student engagement, the *Phi Delta Kappan* noted that, "Perhaps more than any other subject, the issue of student engagement was explicitly and implicitly raised as an intrinsic component of any discussion on school reform."

Through SIG funding, we seek to infuse technology supports into our instructional environments and to ensure that teachers are well-prepared to effectively and meaningfully use these tools for engaging and educating Stonybrook Middle School students. Because technology has become—and will remain—an essential tool of 21st Century learning, the grant funding will provide Stonybrook teachers and students with classroom experiences similar to those that students will encounter as they enter Warren Central High School.

B. Supports for students who struggle (Tier 2) will be enhanced through increased learning time and interventions specific to individual student needs through –

1. The purchase of 60 student licenses for Read 180 will support the needs of three classes of 20 students each whose reading Lexile is below 900 (5th grade or lower) and who have not passed ISTEP+. Read 180 is one of the few interventions cited by *What Works Clearinghouse* with strong ratings (i.e., "evidence that the intervention had a positive effect on outcomes with no overriding contrary evidence," based on multiple studies).

A district-licensed (and Title I-funded) English teacher with her masters in Reading will provide a full class period of Read 180 instruction to high-need students—in addition to their 100-minute ELA instructional block. Providing a whole-group, 5-minute mini-lesson to introduce objectives, students will rotate through three learning stations: (1) computer work, tailored to their specific needs; (2) books on tape, listening to higher-level reading & building vocabulary; and (3) small-group instruction with the teacher.

2. Scholastic Math Inventory, a researched-based, rigorous tool will be used to universally screen all students and to identify those with high-need for daily intervention, aligned to their individual needs
3. A full-time, appropriately-licensed Mathematics Interventionist will be hired to support the needs of students who are identified as most in need and who have not passed ISTEP+. The Interventionist will provide six periods daily of mathematics instruction, where high-need students receive this support—in addition to their classroom mathematics instruction.

4. 120 student licenses for Math 180 will be used by the Math Interventionist to support the needs of six classes (20 students each) of high-need students. Math 180 is a research-based revolutionary new math intervention program designed to address the needs of struggling students—and support teachers. Its groundbreaking instructional design uses adaptive software to provide students with personalized instruction and practices, while equipping teachers with an ecosystem of support. The unique instructional design pairs sophisticated technology and smart data to help teachers elicit thinking and build conceptual understanding, while adaptive software accelerates students at their own pace. A personalized newsfeed on the home screen gives student updates, achievement badges and progress reports, top scores, and topics they've completed. Seeing the real-time connection between effort and results feels good and it makes reluctant middle school students want to do more.
5. Highly-engaging instructional support, internet access, character education activities, community partnerships (exciting ELO projects) and special topical series for parent participation will be offered to Stonybrook students through extended-learning time after school and during Week 1 of fall & spring Intersession breaks. While any student may participate, teachers also will identify struggling students who will be strongly encouraged to attend through direct communications with their parents or guardians. Scheduled activities will reflect a balance of engaging, collaborative and meaningful opportunities that support achievement and behaviors, while expanding students' experiences. Learning will be relevant to students' own interests, connected to real-world activities, giving youth opportunities to practice skills to become proficient at reading comprehension, mathematical problem-solving, good decision-making, and important conflict resolution skills.

Although it will be designed to look and feel different from the school day, work will be aligned to student needs and State Academic Standards. Academic enrichment sessions will include a variety of high-yield learning activities, e.g., myOn Reader, Achieve3000, FIRST LEGO League (a robotics program designed to get student teams excited about math, science & technology). Topical events to promote cultural awareness and character education—including selected club activities—will be featured across the year. Students participating in afterschool/Intersession programs will be invited to participate in community partnership projects, under the direction of the Warren Central High School's ELO Coordinator, in a pilot initiative to provide similar rewarding opportunities to middle school students.

Events that encourage parent participation will be organized across the school year to help staff foster relationships with families and to encourage parental involvement (e.g., Technology Series, where parents learn about the online options for their child's use of Chromebooks at home; or Technology Support to help parents' effective personal use of technology for locating resources, submitting online employment applications, obtaining online coursework, etc.).

Instructional staff will provide the afterschool 2-hour sessions, Monday-Thursday, across the entire school year (at least 144 days x 2 hours = 288 hours). Students will also be offered 3-hour sessions on Monday-Friday during Week 1 of fall & spring Intersession breaks (10 days x 3 hours = 30 hours). At a minimum, 318 hours of extended-time learning will be annually offered.

Transportation, staffing and instructional supplies (including FIRST LEGO League robotics program promoting STEM activities) will be provided through the SIG grant. At no cost to students, USDA approved meals will be offered, funded through School Nutrition monies. Though coordination with the district and Chartwells (district's Food Service provider), boxed dinners will be provided to students in a way similar to how universal breakfast and lunches are handled.

C. Decrease suspension and behaviors that interfere with teaching and learning through –

1. A Culturally-Responsive Positive Behavior Interventions & Supports (CR-PBIS) Team at Stonybrook (assistant principal, school counselor and teacher representatives) is currently developing a Matrix of behavioral expectations and practices within classrooms and across the school environments (e.g., hallways, arrival/dismissals/transitions, lunch room, bus, & cafeteria). Through six-days of trainings with the district-funded External Provider Virtuoso, the school's CR-PBIS Team develops plans and brings them back to share and finalize with staff during building meetings. Lessons to demonstrate desired behaviors (for modeling with students) and teacher classroom plans are being created (during eleven (11) CR-PBIS Stonybrook staff meetings). School and classroom plans will be ready for full implementation for the start of school year 2014-15.

2. Implementation of new CR-PBIS will be supported through the addition of a SIG-funded, full-time Social Worker/PBIS Specialist. The Social Worker will play a unique role at Stonybrook, working with school staff, students, families and community agencies in removing barriers to education—providing a vital link between home, school and community.

Working in tandem with the assistant principal, school counselor, district-funded External Provider Virtuoso, and Stonybrook staff, the Social Worker will support the implementation of school-wide expectations for behaviors and tiered-interventions. The primary roles of the Social Worker will be to: (a) Work directly with students and families to reduce student suspensions; (b) Lead social skills groups (character education) to improve students' interpersonal relationships—both during school time and during extended-time afterschool/Intersession sessions; (c) To work collaboratively with the district's Extended-Learning Opportunities coordinator to develop high-interest, engaging afterschool service projects with community partners; and (d) To foster community partnerships that support school needs and initiatives.

3. Stonybrook will monitor suspension data on a monthly basis. A decrease in disruptive behaviors, as well as closing the gap with suspensions (i.e., African Americans are suspended at a higher rate than other groups) are ways that effectiveness will be measured. Stonybrook staff will review and discuss discipline referrals at monthly staff meetings, in order to monitor the progress of their CR-PBIS implementation and to make adjustments, as needed.

D. Provide sustained support and develop teacher and leader effectiveness through –

1. Staff trainings to support the effective implementation of SIG-funded initiatives (e.g., myON Reader)
2. Opportunities for intensive PD staff trainings beyond the regular school day & year. Identified and selected by building leadership & teachers, such opportunities will support Stonybrook's goals for leadership, effective teaching & learning, culture, achievement gaps, and student engagement. Since staff recognizes the importance of being in their school during the regular school year, such trainings will occur outside the regular school day and year. (*Example: July 14-19, 2014, the Institute for Urban School Leaders at the Harvard Graduate School of Education, where school teams examine successful practices from urban settings; explore strategies that promote student engagement; identify leadership roles required to improve teaching & learning in classrooms; examine beliefs & cultural impacts for learning; explore techniques for closing achievement gaps*).
3. Extended PD trainings through external provider American Institute for Research (AIR) to (a) Support Stonybrook's new 100-minute-block ELA instruction model (Initially-funded during 2013-14 thru IDOE Outreach); and (b) frame and support new Professional Learning Communities (PLCs) with time embedded into Stonybrook Middle School's master schedule to provide PLCs, specifically for teacher collaboration and professional learning with peers.
4. Routine Process Checks will be conducted monthly by an external consultant to monitor and support Stonybrook's full and effective implementation of proposed SIG-funded initiatives.
5. External Providers provided through other district funds: McREL for teachers' effective use of instructional strategies to implement the new Indiana Academic Standards (close reading, vocabulary, mathematical practices, effective small-group instruction & providing choice for students; and Virtuoso trainings to support full implementation of CR-PBIS school-wide strategies and to plan Tier 2 & 3 behavioral interventions

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 6 – Pre-Implementation Strategies

Describe any pre-grant implementation steps which are being taken during the application year to prepare for Year 1 of SIG

Principal Changes & Flexibility

Effective for 2011-12, the superintendent removed the principal due to lack of effort to support improvement performance. She interviewed Mrs. Pam Griffin for the position. Her decision for selecting Mrs. Griffin was justified on the basis of her performance across the prior school year. Mrs. Griffin was the dean of the newly-reconfigured Creston Intermediate Academy. There, she worked collaboratively with principal, Mr. Foster (a former *Distinguished Educator*), demonstrating outstanding leadership skills in Creston's successful transition of new grade-level reconfigurations, adjusted teacher grade-level assignments and school-wide efforts to successfully meet student needs in Year 1 of the Academy's existence.

With full-confidence in her demonstrated abilities and a positive vision for leading, the superintendent gave Mrs. Griffin the responsibility to serve as principal and turn around the performance of Stonybrook Middle School. As principal, Pam Griffin possesses the requisite knowledge and skills in pedagogy, instructional practices, data analysis, and ability to build relationships necessary to significantly impact school culture and student achievement.

At the beginning of SY 2013-14, Mrs. Griffin replaced a key member of her leadership team, the assistant principal. While multiple strong candidates were considered, the individual selected best met the needs for working in partnership with Griffin to transform the culture, learning expectations and achievement levels of Stonybrook Middle School students. Mr. Kyle Barrentine brings exceptional experience as the former principal of a highly-effective middle school. He successfully implemented PBIS in his former school, playing a vital role in Stonybrook's implementation of its new CR-PBIS initiative. Mr. Barrentine's strong leadership presence is already making a difference in Stonybrook's school culture.

Principal Griffin has the grit, tenacity, leadership team and teachers she needs to transform Stonybrook Middle School. Year-long performance evaluation observations, *Process Checks* conducted by district leadership, a decline in suspension rates, and student data (i.e., Acuity—Indiana's formative assessment that is highly-predictive for ISTEP performance) confirm that Mrs. Griffith is leading the school in the right direction.

An advocate for strong accountability for student achievement, Pam Griffin is committed to making a difference. She is dedicated to enhancing the professional culture, expecting full staff participation, collaboration and use of strategies enabled through professional development initiatives to dramatically shift school culture and increase student learning. She has the authority to hire teachers who share this passion and to remove those who are found to be ineffective.

Summary Statements

- Pam Griffin named principal by superintendent for SY 2010-11, based on demonstrated highly-effective leadership performance as dean of the newly-reconfigured Creston Intermediate Academy under principal Stephen Foster, former *Distinguished Educator*

- At the beginning of SY 2013-14, Mrs. Griffin replaced her assistant principal with a proven leader better-able to meet Stonybrook's needs. Kyle Barrentine brings middle school reform knowledge and expertise for the implementation of the school's new CR-PBIS initiative.
- Year-long performance evaluation observations, *Process Checks* conducted by Superintendent Cushenberry & her district leadership team, and student data (i.e., *Acuity*—Indiana's formative assessment that is highly-predictive for ISTEP performance; and student suspension numbers have declined) confirm that Mrs. Griffith is leading the school in the right direction.
- Griffin is dedicated to transforming Stonybrook's professional culture, expecting full staff participation, collaboration and use of strategies enabled through professional development initiatives for increasing student learning.
- As principal, Mrs. Griffin has the authority to hire teachers who share this passion and to remove those-who are found to be ineffective.

Effectiveness of staff and recruitment/retaining of staff

Effectiveness of Staff

To ensure buy-in, Warren teachers and administrators formed committees to create our district's performance evaluation metrics, aligned to the expectations of Indiana Public Law 90 and the Indiana Department of Education's model for annual Teacher Performance Evaluations, called Teacher Effectiveness Assessment Model (TEAM). Warren Township's teacher evaluation process encourages the improvement of instruction through collaboration between teachers and building administrators and ongoing professional development and support. The high quality of instruction that lies at the heart of our district's commitment to academic excellence depends upon consistent implementation of professional behaviors. Our process is intended to engage teachers and their evaluators in a professional dialogue that encourages growth and improvement.

Warren is fully-implementing the provisions of the State's new evaluation system. After a year of creating our model, a TEAM maintenance committee, consisting of teachers and administrators, continues to meet and make adjustments within the system. Warren annually evaluates teachers and leaders, creates intervention plans for those who struggle, and has the option to dismiss those who do not improve after a second level of intensive help. Principals and teachers, alike, receive a very clear, comprehensive outline of the expectations on which they will be measured.

At a minimum, reviews last 20-minutes with a requirement of one-announced and five-unannounced reviews throughout the school year for all teachers. Teachers receive feedback within 24 hours through PIVOT (i.e., the district's data warehouse), in four domains (instructional planning, effective instruction, classroom environment and professional commitment). CR-PBIS is built into the rubric. Evidence is linked to the rubric and provided a rating (highly effective (4), effective (3), improvement necessary (2) and ineffective (1). Summative scoring obtained through the evaluator's classroom observations and evidence submission process makes up 90 percent of the overall evaluation. Student achievement and growth data consist of scores obtained from the Indiana Schools A-F Accountability System. The school's assigned summative score will automatically be inputted into this category. Students' achievement scores make up 10 percent of the overall evaluation. In the domain of Professional Commitment, certificated employees are classified as either "Meets Expectation" or "Does Not Meet Expectations."

Professionalism is an expectation of all Warren employees. Therefore, only a “Does Not Meet Expectations” classification will impact a teacher’s score. If any teacher is rated as “Does Not Meet Expectation,” one categorical deduction is taken from their final score (e.g. moving from effective (3) to improvement necessary (2)).

Generally, feedback allows teachers to quickly take corrective action (if needed) to adjust instruction or classroom management. It also provides affirmation for great instructional practices and classroom culture. When a pattern of ineffective practices or behaviors are observed, a “problem-solving” meeting occurs where the teacher and principal discuss the concerns and create a plan to solve them, within an established timeline. If the problem is resolved within the timelines, the process ends. If not, teachers face intensive intervention. This involves a team of roughly five fellow teachers and principals. Over a new time frame, team members conduct observations and give feedback and advice. If the teacher improves, the process goes back to the less intense problem-solving level. If not, the principal can recommend to the superintendent to cancel the teacher’s contract. While teacher dismissal is never taken lightly, taking action in the best interest of students is the objective.

Similar to teachers, principals are annually evaluated within five-performance-level ratings (highly effective, effective, minimally effective, improvement necessary and needs improvement), based on valid performance measures—including achievement and growth of all students—and other measures of professional practices. Through school observations, principal practices are observed by assistant superintendents. Since new principals are assigned a highly-effective mentor-principal, first year leadership issues that normally challenge new administrators are rarely an issue in Warren Township.

After the site observations, principals receive either oral or written feedback, as deemed most appropriate. If a pattern of need is identified, written work improvement plans are jointly developed, with expectations and time frames defined. As with teachers, principals receive a mid-year and end-of-the-year formal evaluation and are placed into one of five performance level categories. Those evaluations are used for continual improvement in instructional leadership, to guide professional development needs, and to inform personnel decisions.

Recruiting and Retaining Staff

- Located near Indianapolis and the numerous nearby teaching colleges enables a generous pool of teacher applicants.
- Every year, PreK-12 administrators participate in Indiana College & university recruitment fairs to interview new talent.
- We participate in the Indianapolis Minority Recruitment Fair, seeking a diverse staff, reflective of our population.
- The principal posts open positions on the IDOE website, district website and, when needed, in national papers (e.g., *Education Week*).

The principal reviews all applicants, creates an interview committee and selects candidates for interview. At times, a central office staff member is invited to participate in the hiring process and building teachers always are part of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors. With input from the interview committee and past employers/supervisors, the principal makes the final decision for hiring teachers.

Retention of highly-effective teachers is crucial to the success of our students, so they are supported in a variety of ways.

- An on-site mentor is assigned at the building-level
- Principals provide feedback on a regular basis, after frequent observations and walkthroughs in all teachers' classrooms
- 1st-year teachers participate in a year-long PD training series (e.g., effective instructional practices; 8-*Step Process*, technology integration; classroom management)
- Exemplary experts, coaches & leaders offer PD to support district-wide initiatives (e.g., using strategies such as close reading to meet the demands of college and career readiness standards; CR-PBIS)
- Bi-monthly content-area/grade-level team data meetings, embedded into every school schedule, are highly-valued by both teachers new to the profession, as well as seasoned veterans
- Administrators' open-door policies (both at the building & central office levels) allow for staff to gain additional support, when needed
- The district's outstanding relationship with its teachers union (Warren Education Association) fosters good will and contributes to staff retention
- Teachers also tell us that our district's health care plan and benefits (with Community Health facilities conveniently located on campus) are attractive and important to them and to their families.

Building Culture

One of Superintendent Cushenberry's first priorities was to frame the district's culture expectations around CORE (civility, order, respect and excellence). Our purpose in Warren schools is "To prepare our students to be self-directed learners who are literate, creative, critical thinking, civic-minded democratic citizens who do meaningful and productive work in school and for post-school life." *Adapted from Larry Cuban*

Effectively-managed classrooms do not just naturally happen. Decades of teacher implementation and school-based research have highlighted specific practices that support well-managed classrooms. Stonybrook examined existing behavioral interventions and supports to identify gaps (via surveys & site visits conducted by an external consultant and district leadership team members). SAVI Community Information System was examined to identify major factors that significantly affect the academic achievement of our students. Aligned with Stonybrook's findings of need and our goals to improve achievement & school culture and decrease suspension rates, external provider Virtuoso has provided year-long trainings to support development of CR-PBIS.

Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), is a nationally-recognized, research-based framework focused on the use of proactive behavior management strategies implemented to reduce the incidence of problematic behaviors in schools. When implementing CR-PBIS, educators must shift their mindset regarding discipline from reactionary to preventative. To facilitate this practice, educators learn to focus their attention on what they want students "to do." This model is used to provide a consistent, positive approach to discipline which includes a focus on explicit instruction of appropriate behavior, acknowledgment, cultural relevancy, and problem-solving to meet the needs of all students.

To provide a protocol for ensuring that all classroom teachers have clarity on how to effectively align their classroom expectations, rules, procedures, acknowledgement, and consequences to the CR-PBIS framework, Stonybrook has created a plan to develop and implement culturally-relevant positive behavior interventions and supports (CR-PBIS).

A facilitator/coach (Stonybrook teacher) and selected school team members have attended six (6) after-school trainings (3-hours each) throughout the 2013-2014 school year. Assignments were given (e.g. develop a Matrix for expected behaviors in hallways, cafeteria, & restrooms; create lesson plans to teach those behaviors to students); and team work documents were placed in a Dropbox, available to Virtuoso, district leaders, principals and other school teams. In addition, Virtuoso attended staff meetings to help with conversations about referral data, trends and expectations and supports.

Stonybrook has developed a CR-PBIS *Kick-Off* plan for teaching students these expectations, rules and routines for behaviors within the school (arrival/dismissal, hallways, restrooms, cafeteria) and teachers' classrooms (class-wide expectations & rules; procedures & rules for whole group seat work, cooperative group, & independent seat work) during the 1st week of the 2014-15 school year.

Professional Development

Ensuring that educators are adequately prepared to implement Transformation Model initiatives is a critical component for Stonybrook's improvement plan. Over the past year, a number of district-funded professional development initiatives have laid the groundwork for Stonybrook's transformation of effective instructional practices.

- While creating curriculum maps, McREL provided PD on unpacking standards and distinguishing declarative (what students know) & procedural (what students can do) expectations.
- A 2013 summer-series of technology trainings were provided to teachers to prepare them for using Google docs and tools—since at the beginning of SY 2013-14, every Stonybrook student would be issued a Chromebook (personal computer) for use at school and home.
- PD trainings for teachers' effective use of Google environs and applications for instructional use of Chromebooks were provided during fall 2013 trainings.
- An e-Mentor (Stonybrook teacher) was identified to attend additional district trainings, to be able to provide more technical support to colleagues.
- Summer/Fall 2013: District formative assessments, were not sufficiently rigorous and found to be inadequate for tracking student progress with the new college and career readiness standards. Those assessments were revised to align with the more rigorous standards.
- Across SY 2013-14, McREL content experts conducted multiple onsite trainings at Stonybrook. Prior to each visit, Skyping meetings were held with the principal, the district's Assistant Superintendent for Educator Effectiveness and McREL to ensure that upcoming trainings would be aligned to specific school needs. During the site trainings, Stonybrook Middle School leadership, the instructional coach, and teachers received authentic and effective job-embedded professional development—focusing on close reading strategies, vocabulary and mathematical practices. Following visits, feedback was sought, reports written & submitted, with follow-up provided, as needed.

- McREL will continue to support schools' effective use of strategies aligned to college and career readiness standards next year.
- Across the 2013-14 school year, IDOE/Great Lakes East/AIR (American Institute for Research) provided support for the redesign of our middle schools' new 100-minute-block ELA instructional model. During three half-day sessions, Dr. Chris Rauscher (AIR), expert in adolescent literacy research, helped Stonybrook ELA teachers apply research-based strategies to greatly impact teaching and learning during the 100-minute ELA block.
- To improve school culture and decrease suspension rates, Stonybrook's CR-PBIS team attended six (6) half-day Virtuoso trainings during SY 2013-14 to develop school plans for implementing CR-PBIS expectations, rules & routines for behaviors within school environs and classrooms; and to use data collection tool for tracking discipline behaviors.
- Across SY 2013-14, following Virtuoso trainings, Stonybrook's CR-PBIS team held 11 meetings with school staff (incorporated into staff meetings) to build their capacity & solicit input for the school's new behavior plan (to be implemented SY 2014-15)

Instructional Program

District-funded McREL (Mid-continent Research for Education & Learning), worked collaboratively last summer with more than 80 district teacher representatives, coaches, department chairs and principals to create our district's new ELA and Mathematics Curriculum Maps (aligned to ICCSS) and again during fall Intersession to create *Unit Guides*. District formative assessments were not sufficiently rigorous and found to be inadequate for tracking student progress. Those performance-based assessments were revised to align with college and career readiness standards. Teachers administered the new assessments throughout the 2013-14 school year.

Stonybrook's instructional coach and classroom teachers received trainings from external experts to support their effective use of instructional strategies for Close Reading, vocabulary development, and mathematic practices.

All middle school students took Scholastic Reading Inventory (SRI) to determine reading lexiles.

Through PD trainings, teachers created lessons integrating technology to support students' engaged learning.

The IDOE, along with Great Lakes East/AIR, worked with Warren's district leadership, principals and teachers to review research on the necessary components of the 100-minute ELA block, create a new model, and to share effective instructional strategies & programs (e.g., *Word Generation* vocabulary program) with other middle schools across the State.

Staff researched classroom environments factors that support engaged and interactive learning (i.e., moving away from the teacher lecture formats currently used). In addition to technology (Smart projectors, whiteboards, document cameras), a 21st Century classroom features flexible learning spaces for small-group collaborative learning activities or whole-class instruction. Furniture is light and mobile, allowing the room to be quickly and easily reconfigured to support a variety of learning activities. Staff investigated options for redesigning classroom environs to support engaged, small-group collaborative learning.

Stonybrook hired a reading interventionist, through Title I funds, who was trained on Read 180. Students were assigned to Read 180 rather than an elective class.

Parent & Community Involvement

Stonybrook hosted family Literacy Night and Math and Science Evening events.

Parent-Teacher monthly events for families included movie nights, games nights and family skate parties.

Annual Parent-Teacher Conferences were held to discuss student achievement and behavior and interventions, as needed.

Within our Response to Instruction (RtI) process, parents were included in work with the Case Manager and referring teacher to ensure that all interventions were done with fidelity.

Existing key community partnerships supported district students, their families and the entire school community.

Community Health Network/Community Hospital: Provides community medical services to students, parents and community residents and is centrally-located at Warren's Renaissance school; the Jane Pauley Dental Clinic (created by IU School of Dentistry) is at the Walker Career Center.

Gallahue School-based Mental Health Counseling Service: Part of Warren's collaborative partnership with Community Hospital is the provision of cost-effective, convenient school-based mental health services. This program provides year-round services at Stonybrook, in the students' homes, or other mutually-agreed upon places to help provide effective mental health services for students and their families. School-based therapists (two full-time and one half-time at Stonybrook) and case managers serve as invaluable resources. They provide consultation to administrators and teachers regarding work with students experiencing mental health and behavioral difficulties, thereby considerably improving the classroom learning experience for many of our students.

Stonybrook's PacerCares partnership (Indianapolis NBA team) supported student accomplishments, e.g., quarterly *Reading Celebration*, *Honor Roll Celebration* and *Student of the Month*, offering opportunities for students and families to celebrate students' successes.

Lifeline Ministries Youth Center partnered with Stonybrook Middle School to provide summer programming for students focusing on building character, exploring careers, and offering family counseling opportunities.

The Marion County Public Health Department's Violence Prevention Coordinator provided in-school and after-school programming.

3-Year Culture SMART Goal

Decrease the percentage of Stonybrook Middle School (Grades 7-8) student suspensions by five (5) percentage points across each year of the grant.

Baseline 255/656 enrolled = 39% suspended

2014-15 Goal = 30%

2015-16 Goal = 25%

2016-17 Goal = 20%

Year 1 CULTURE Action Steps (2014-15)

Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Year-long performance evaluation observations, <i>Process Checks</i> , and student data will be used to confirm that Mrs. Pam Griffith is leading the school in the right direction.	Assistant to the Superintendent for 7-12 & Superintendent	SY 2014-15		Replace principal who led school prior to implementing the model
Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted across the school year. One-announced and five-unannounced observations (minimally 20 minutes each). Use of PIVOT (district's warehouse) enables real-time data entry & teacher feedback within 24 hours. Summative scoring through evaluator's classroom observations and evidence submission process makes up 90 percent of the overall evaluation. Student achievement and growth data (obtained from the Indiana Schools Accountability System) make up 10 percent of the overall evaluation.	Assistant to the Superintendent for 7-12 (for principal evaluations) & Principal (for teachers' evaluations)	SY 2014-15		Use evaluation systems for teachers & principals that consider student growth & assessments (developed with teacher/principal involvement)
Classroom supplies and time & support to attend PD opportunities with peers (outside the district--relevant to work at Stonybrook) are the incentives most desired by teachers and leadership. (These will be the same individuals who implement the Transition Model next year.) • A team of teachers & leaders who are helping to raise Stonybrook's achievement and improve school culture, will attend the <i>Institute for Urban School Leaders</i> at the Harvard Graduate School of Education, where school teams examine successful practices from urban settings; explore strategies that promote student engagement; identify leadership roles	Principal & Assistant Principal	July 14-19, 2014	Travel	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement; remove those who, after PD, have not

required to improve teaching & learning in classrooms; examine beliefs & cultural impacts for learning; & explore techniques for closing achievement gaps.				
<ul style="list-style-type: none"> Based on effective culturally-responsive classroom practices (as evidenced through performance observations, classroom walkthroughs, achievement data) and their work to further SIG initiatives, educators will be eligible to receive additional resources for use in classrooms 	Principal	Across SY 2014-15	Supplies	
<ul style="list-style-type: none"> As part of CR-PBIS initiative, student recognition incentives (nominal, but geared toward students' interests) will be awarded to those exhibiting positive behaviors (e.g., backpack; Warren Warrior ink pens) 	Principal & Teachers	Across SY 2014-15	Supplies	
Struggling teachers are supported through the district-funded instructional coach; problem-solving meetings with principal; or, if needed, through intensive intervention with a team of roughly 5 fellow teachers & principal	Instructional Coach Principal Intervention Team	Across SY 2014-15		
Virtuoso (external provider) will produce a series of topical Training Modules (on culturally-relevant teaching strategies) for Stonybrook's CR-PBIS facilitator & team to use with school staff during staff meetings/PLCs	Virtuoso & Director of Special Education	Across SY 2014-15		Provide high quality, job-embedded PD
Virtuoso will support full-implementation of CR-PBIS teams for Tier II behavioral interventions & consequences through 4 half-day CR-PBIS facilitator/coach trainings and 3 afterschool 3-hour team trainings	Virtuoso & Assistant Principal & CR-PBIS Team	Across SY 2014-15		
(Week 1 of school): CR-PBIS <i>Kick Off</i> for teaching students expectations, rules and routines for behaviors within the school (arrival/dismissal, hallways, restrooms, cafeteria) and teachers' classrooms (class-wide expectations & rules; procedures & rules for: whole group seat work, cooperative group & independent seat work)	Principal & Assistant Principal & Classroom Teachers	August 2014		
(1 st day after Intersession & winter breaks): Teachers provide <i>Booster Lessons</i> for students to overview behavior expectations, rules & routines within the school and in classrooms (CR-PBIS)	Classroom Teachers	Oct. Jan. April SY 2014-15		
CR-PBIS team will collaborate with colleagues during embedded-PD meetings using info from Virtuoso team	Assistant Principal &	Across SY 2014-15		

trainings, to develop Tier II implementation plans	CR-PBIS Team			
Principals receive job-embedded PD for their effective use of PIVOT (for inputting & tracking teacher performance evaluation observation data across school year)	Assistant to Superintendent for Educator Effectiveness	Fall 2014 Spring 2015		
1 st -year teachers participate in a year-long training series (e.g., effective instructional practices; <i>8-Step Process</i> , technology integration)	Assistant to Superintendent for Educator Effectiveness	Across SY 2014-15		Implement strategies to recruit, place & retain staff (financial incentives, promotion, career growth, flexible work time)
Building mentor assigned to new teachers	Principal	Across SY 2014-15		
Instructional coach supports all teachers with planning & instructional strategies throughout the day	Instructional Coach	Across SY 2014-15		
Time embedded into schedule for collaboration through weekly PLCs & PD (topics driven by SIG goals/initiatives and teacher needs) which allow for career growth, enhancement of teacher knowledge & skills, and retention of effective staff	Principal & Instructional Coach	Across SY 2014-15		
<ul style="list-style-type: none"> Opportunities for professional growth relevant to school culture (e.g., summer intensive Harvard trainings: <i>Institute for Urban School Leaders</i>) 	Principal	July 2014	Travel	
Teachers receive personal laptop for easy access to SIS student info, PIVOT (for principal feedback from performance evaluations and access to student data.), & Google Drive to instantaneously link with students & colleagues)	Chief Technology Officer	Across SY 2014-15		
Warren's longer school day enables 30-minutes embedded into schedule for daily "Success" periods whereby students (school-wide) are regrouped, based on needs, for remediation or enrichment	Principal & Teacher Teams	Across SY 2014-15		Provide increased learning time for students and staff
Embedded PLCs & PD (relevant to SIG goals & teacher needs) and PD beyond school day (Virtuoso CR-PBIS site visit trainings) provide increased learning time for teachers	Principal Coach External Providers Asst. to Supt. for Educator Effectiveness	Across SY 2014-15		
Year-long, afterschool (2-hrs. Mon-Thurs) for students' academic support, character education, community-based projects, First Lego League robotics; and topical series for parent participation & trainings. Any student may attend; direct invitations to parents of struggling students. (Minimum of 288 hours.)	Principal	Across SY 2014-15	Personnel & Benefits Supplies Travel	
Steps for Afterschool & Intersession:				
<ul style="list-style-type: none"> Notify parents of extended-learning 	Principal	May/June		

opportunities (afterschool & Intersession) during Registration; web-page announcements; newsletters		2014		
• Use data to identify high-need students; send letters to parents	Principal	August 2014		
• Identify instructors for afterschool programming and order supplies	Principal	August 2014		
• Arrange for bus transportation for students	Principal & Transportation	August 2014		
• Arrange for student meals (at no cost to students, or SIG grant)	Principal & Chartwells (Food Services)	August 2014		
• Provide programming & maintain student attendance records	Principal	August 2014-May 2015		
• Week 1 of fall and Week 1 of spring Intersession breaks (3 hrs. Mon-Fri) for students' academic support, character education, community-based projects, First Lego League robotics; and topical series for parent participation & trainings. Any student may attend; direct invitations to parents of struggling students. (Minimum of 30 hrs.)	Principal	Fall 2014 Spring 2015		
<p>PBIS needs assessment and SAVI data findings informed our decision to add new role at Stonybrook. A full-time Social Worker/PBIS Specialist will work collaboratively with assistant principal, counselor, Virtuoso & staff to support implementation of CR-PBIS thru --</p> <p>a) Working directly with students & families to reduce suspensions</p> <p>b) Leading social skills groups (during school & in afterschool sessions)</p> <p>c) Fostering community partnerships that support school needs & initiatives;</p> <p>d) Working collaboratively with high school ELO Coordinator to identify & develop high-interest, community service projects for teams of afterschool participants</p>	Assistant Principal	2014-15	Personnel & Benefits	Provide mechanisms for family and community engagement
<p>Steps for Hiring Social Worker/PBIS Specialist</p> <p>• Prepare & post job description for Social Worker/PBIS Specialist; and identify interview team</p>	Principal & Assistant Principal	May 2014		
• Screen applications, interview candidates & select finalist	Principal & Assistant Principal	June 2014		
• Social Worker/PBIS Specialist on board at Stonybrook	Principal & Assistant Principal & HR	July 2014		
The LEA gives principal autonomy in the development of its master schedule	Principal	Across SY 2014-15		Give the school sufficient

<p>(e.g., extending school day by 2 hours; embedding PLCs into the work day)</p> <p>The LEA gives the principal autonomy with budgetary decisions (e.g., ordering materials, PD initiatives specific to school needs); curriculum changes (e.g., lengthening <i>Units</i> to embed 3 types of writing); staffing changes (e.g., adding additional ELA teacher)</p> <p>Principal has the authority to hire and remove staff that will be most effective in meeting challenging academic & behavioral needs of the school.</p>				operational flexibility (staffing, calendars/time, budgeting)
The Assistant to the Superintendent for Secondary Schools continuously monitors (onsite) the work of leaders & teachers and supports their work and the performance of Stonybrook students.	Assistant to the Superintendent for 7-12	Across SY 2014-15		LEA & SEA supports school with ongoing, intensive technical assistance and support
Twice monthly, leadership meetings are held for district principals to receive PD, collaboratively engage in peer discussions, and problem-solve barriers faced by individual leaders or across schools.	Assistant to the Superintendent for 7-12	Across SY 2014-15		
Assistant to the Superintendent for Secondary Schools individually mentors principal on a weekly basis	Assistant to the Superintendent for 7-12	Across SY 2014-15		
PD to support teachers' and principals' effective use of PIVOT system (for input & feedback from performance evaluation data)	Assistant to the Superintendent for Educator Effectiveness	Across SY 2014-15		
District federal funds support the external provider Virtuoso's provision of CR-PBIS trainings	Chief Academic Officer & Director of Special Education	Across SY 2014-15		

Year 2 CULTURE Action Steps (2015-16)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Not Applicable		2015-16		Replace principal who led school prior to implementing the model
Continue efforts from 2014-15	Principal	2015-16		Use evaluation systems for teachers & principals that consider student growth & assessments (developed with teacher/principal involvement)
Continue efforts from 2014-15	Principal	2015-16	Travel	Reward school leaders, teachers, staff who, in implementing

	Assistant Principal		Supplies	this model, increased student achievement; remove those who, after PD, have not
Continue efforts from 2014-15 District-funded external provider Virtuoso's focus will be for Stonybrook's full-implementation of CR-PBIS interventions for Tiers I, II & III	Virtuoso Assistant Principal CR-PBIS Team & Teachers	2015-16		Provide high quality, job-embedded PD
Continue efforts from 2014-15	Principal Assistant Principal	2015-16	Travel	Implement strategies to recruit, place & retain staff (financial incentives, promotion, career growth, flexible work time)
Continue efforts from 2014-15	Principal	2015-16	Personnel & Benefits Supplies Travel	Provide increased learning time for students and staff
Continue efforts from 2014-15	Principal Assistant Principal	2015-16	Personnel & Benefits	Provide mechanisms for family and community engagement
Continue efforts from 2014-15	Principal	2015-16		Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Continue efforts from 2014-15	Principal & District Leadership	2015-16		LEA & SEA supports school with ongoing, intensive technical assistance and support

Year 3 CULTURE Action Steps (2016-17)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Not Applicable		2016-17		Replace principal who led school prior to implementing the model
Continue efforts from 2014-15	Principal	2016-17		Use evaluation systems for teachers & principals that consider student growth & assessments (developed with teacher/principal involvement)
Continue efforts from 2014-15	Principal Assistant Principal	2016-17	Travel Supplies	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement; remove those who, after PD, have not

Continue efforts from 2014-15 With full-implementation of CR-PBIS Tiers I, II & III, district-funded external provider Virtuoso's support will be minimal	CR-PBIS Team & Teachers	2016-17		Provide high quality, job-embedded PD
Continue efforts from 2014-15	Principal Assistant Principal	2016-17	Travel	Implement strategies to recruit, place & retain staff (financial incentives, promotion, career growth, flexible work time)
Continue efforts from 2014-15	Principal	2016-17	Personnel & Benefits Supplies Travel	Provide increased learning time for students and staff
Continue efforts from 2014-15	Principal Assistant Principal	2016-17	Personnel & Benefits	Provide mechanisms for family and community engagement
Continue efforts from 2014-15	Principal	2016-17		Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Continue efforts from 2014-15	Principal District Leadership	2016-17		LEA & SEA supports school with ongoing, intensive technical assistance and support

Year 4 SUSTAINABILITY Culture Goal

Sustain progress for decreasing the percentage of Stonybrook Middle School (Grades 7-8) student suspensions by five (5) percentage points each year through school year 2017-18.

Baseline 255/656 enrolled = 39%
 2014-15 Goal = 30%
 2015-16 Goal = 25%
 2016-17 Goal = 20%
 2017-18 Sustainability Goal = 15%

Year 4 CULTURE Action Steps (2017-18)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Not Applicable	Superintendent Assistant to the Superintendent 7-12	2017-18	General Funds	Replace principal who led school prior to implementing the model
Continue efforts from 2014-15 (No SIG funding dedicated to this effort)	Assistant to the Superintendent 7-12 Principal	2017-18	General Funds	Use evaluation systems for teachers & principals that consider student growth & assessments (developed with

				teacher/principal involvement)
Professional development opportunities (outside the district) for teachers will be sustained and provided through other federal resources	Chief Academic Officer Principal	2017-18	Title I Title II	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement; remove those who, after PD, have not
Time embedded into master schedule for PD (data & PLC meetings) will be sustained (No SIG funds were dedicated) SIG-funded PD via American Institute for Research will no longer be required. Principal, coach & teachers will have capacity to sustain acquired, effective instructional strategies.	Principal Teachers	2017-18	No funds required	Provide high quality, job-embedded PD
Effective recruitment & retention practices will be sustained (No SIG funds were dedicated.)	Assistant to the Superintendent 7-12 Principal		General Funds	Implement strategies to recruit, place & retain staff (financial incentives, promotion, career growth, flexible work time)
Professional development opportunities for teachers (outside the district) will be sustained through other funding sources	Principal Chief Academic Officer		Title I & Title II	
Staffing for afterschool or intersession programming will support high-need students	Principal Chief Academic Officer	2017-18	Title I State Remediation Funds	Provide increased learning time for students and staff
Snacks/Meals provided through School Nutrition programs (via Chartwells, the district's Food Services)	Assistant to the Superintendent 7-12 & Chartwells	2017-18	USDA School Nutrition Funds	
Late buses for afterschool or intersession will be available. Our debt service funds will be paid off and we will have funds to redirect towards transportation.	Chief Financial Officer Director of Transportation	2017-18	Transportation or Debt Services Funds	
Continue efforts from 2014-15 (No SIG funding dedicated to this effort)	Principal	2017-18	Title I	Provide mechanisms for family and community engagement
Social Worker will be retained by district	Human Resources	2017-18	General Funds or Title I	
Continue efforts from 2014-15 (No SIG funding dedicated to this effort)	Principal	2017-18	No funds required	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Continue district/central office supports & technical assistance from 2014-15 (No SIG funding dedicated to this effort)	Assistants to the Superintendent for 7-12 & for Educator Effectiveness Chief Academic Officer	2017-18	General Funds	LEA & SEA supports school with ongoing, intensive technical assistance and support
District-funded External Providers (McREL & Virtuoso) will no longer be	Principal	2017-18	No funding required	

required. Core content area curriculum maps & <i>Unit Guides</i> will be in place, with staff providing effective, aligned instructional practices. Fully-implementing CR-PBIS for Tiers I, II & III; educators have capacity to sustain.				
---	--	--	--	--

3-Year Academic SMART Goal (ELA & Math)

- 1) Increase Stonybrook Middle School's overall student ELA pass proficiency rates for 7th & 8th on ISTEP+ by five (5) percentage points annually across each year of the grant

Baseline = 56%

2014-15 Goal = 61%

2015-16 Goal = 66%

2016-17 Goal = 71%

- 2) Increase Stonybrook Middle School's overall student Mathematics pass proficiency rates for 7th & 8th on ISTEP+ across each year of the grant

Baseline 69%

2014-15 Goal = 72%

2015-16 Goal = 77%

2016-17 Goal = 82%

Year 1 ACADEMIC Action Steps (2014-15)

Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
<p>The <i>8-Step Process for Continuous School Improvement</i> provides the framework for continuously using data to inform instruction, adjust instructional practices and provide interventions to students based on identified needs.</p> <p>Enhanced by 21st century learning environments, SIG-funded initiatives will support core classroom instruction; students who struggle; and provide ongoing PD to enable educators' effective use of tools to enhance and inform instructional practices, decision-making & student supports.</p>	Principal	2014-15		Use data to implement an aligned instructional program
<p>Support for differentiated core classroom instruction & extended online learning opportunities thru--</p> <p>1) Digital content for use by teachers & students</p>	Principal	2014-15		
<ul style="list-style-type: none"> Purchase myON Reader licenses (24/7 student access on Chromebooks; lexile-leveled digital books; personalized support in 100-minute ELA block) 	Chief of Academics	July 2014	Supplies	

<ul style="list-style-type: none"> • Purchase Achieve3000 licenses (24/7 student access; web-based literacy solution to increase reading comprehension, fluency, vocabulary & writing; used weekly by ELA, Social Studies & Science teachers to support students' literacy acquisition across all content areas) 	Chief of Academics	July 2014	Supplies	
<ul style="list-style-type: none"> • Purchase Scholastic Math Inventory (SMI) to be used to identify strengths and weaknesses for all students 	Chief of Academics	July 2014	Supplies	
<ul style="list-style-type: none"> • Purchase round tables (to support engaged & collaborative small-group instructional learning in classrooms) 	Chief Financial Officer & Chief of Academics	July 2014	Equipment	
Teachers use digital content (myON Reader & Achieve3000) to provide differentiated core classroom instruction in whole group mini-lessons and small group instructional grouping. Students receive extended online learning opportunities, via digital content, using district Chromebooks at school and at home.	Principal & Teachers	2014-15		
Support students who struggle and provide increased learning time within the school day thru --	Principal	2014-15		
1) Purchase 60 licenses for Read 180 (for 3 classes of identified high-need students, provided in-addition to their 100-minute ELA block)	Chief Academic Officer	July 2014	Supplies	
2) Purchase of 120 licenses for Math 180 (for use by Math Interventionist in 6 classes of identified high-need students, provided in addition to their core math instruction period)	Chief Academic Officer	July 2014	Supplies	
3) Hire Math Interventionist (to instruct 6 classes of students identified as high-need of extended-time support) <ul style="list-style-type: none"> • Post job description; identify interview committee May/June 2014); interview applicants (June 2014); select finalist and hire 	Principal & Interview Committee	May/June 2014	Personnel & Benefits	
Tools effectively used by teachers (SMI, Read 180 & Math 180) to identify and support students who struggle. Full-time math interventionist instructing six classes, daily, of high-need students	Principal	2014-15	Personnel & Benefits	
Provide sustained support to	Principal	2014-15		

develop teacher & leader effectiveness thru--				
1) Staff trainings to support the effective use of myOn Readers, Achieve3000, Read 180, Scholastic Math Inventory, Math 180	Principal	July-October 2014	Contracted Services	
2) Indiana Department of Education, Great Lakes East/ American Institute for Research (AIR's Dr. Chris Rauscher) provides job-embedded PD to ELA teachers & coach to lengthen instructional <i>Units</i> (adding argumentative, narrative & persuasive writing)	Assistant to the Superintendent for Teacher Effectiveness	Summer 2014		
3) During sessions across the school year, AIR provides PD for Stonybrook's ELA teachers & instructional coach to support their successful implementation of the new 100-minute ELA block and with PLCs	Principal Dr. Chris Rauscher (AIR) ELA Teachers & Instructional Coach	2014-15	Contracted Services	
4) As part of its Transformation Model, weekly PLCs are embedded into Stonybrook's master schedule to support teachers' collaborate work & learning among peers	Principal & Instructional Coach	Weekly 2014-15		
5) Identify external consultant to conduct monthly Process Checks	Chief Academic Officer	May/June 2014		
6) External Process Checks conducted monthly to monitor & support implementation of SIG-funded initiatives, with reports provided to district administrators (CAO & Assistant to the Superintendent for 7-12)	Chief Academic Officer & External Consultant	August 2014-May 2015	Contracted Services	
As part of its <i>8-Step Process</i> , monthly <i>Learning Log Meetings</i> are embedded into the schedule and held by the principal, conducting grade-level team meetings through a formalized process to review to analyze data (e.g., ISTEP+, Acuity, SRI, SMI, performance-based evaluations at the end of each ELA/math <i>Unit</i>). Individual teacher's data & group data (grade level/content area) are reviewed & discussed. Data findings are used to monitor student progress, discuss strengths & weakness & to identify students	Principal	Monthly <i>Learning Log Meetings</i> 2014-15		Promote the use of data to inform & differentiate instruction

for regrouping (school-wide) into daily 30-minute <i>Success</i> periods (for remediation or enrichment). Groupings & instructors change monthly, based on data findings. Data walls are posted and used to historically-track progress.				
Discipline/office referral data (monthly reports) is analyzed & discussed at data meetings to ascertain reasons for referrals and adjust practices & procedures, as needed, to reduce disruptions that interfere with teaching & learning	Principal	Monthly 2014-15		
Additional data are used across the school year by teachers to – <ul style="list-style-type: none"> • inform instruction & adjust classroom instructional practices (e.g., using lexile data for myON Reader & Achieve3000 supports) • provide interventions to students, based on identified needs (e.g., selection of students to receive support from Reading & Math Interventionists; identification of students in need of extended-day afterschool and/or intersession support) 	Principal & Teachers	2014-15		
Classroom walkthroughs conducted by principals to – <ul style="list-style-type: none"> • observe instructional and behavior practices • monitor the implementation of practices acquired through PD trainings • identify teacher or group trends requiring additional assistance through PD or support of the instructional coach 	Principal & Assistant Principal	2014-15		
Performance evaluation data are entered into PIVOT allowing teachers immediate electronic feedback to inform practices. Performance data are used to identify instructional practices requiring additional support, and to identify PD needs of an individual or group of teachers	Principals	2014-15		
Weekly Professional Leadership Community (PLC) meetings, embedded in the schedule, are held weekly for teacher collaboration and learning	Principal	2014-15		

The instructional coach personalizes professional development to meet the needs of the teacher (e.g., lesson planning, modeling, providing feedback)	Instructional Coach & Principal	2014-2015		
Teacher representatives, coaches & department chairs develop curriculum maps for Social Studies and Science, aligned to college & career standards, supported by external provider McREL	Assistant to the Superintendent for Educator Effectiveness & McREL	Summer 2014		LEA and SEA supports school with ongoing, intensive technical assistance & support
Teacher representatives, coaches & department chairs will revise ELA & Math curriculum maps to align with revised Indiana college & career readiness standards	Assistant to the Superintendent for Educator Effectiveness & McREL	Summer 2014		
Teacher representatives, coaches & department chairs develop <i>Unit Guides</i> for Social Studies & Science, aligned to college & career standards, supported by external provider McREL	Assistant to the Superintendent for Educator Effectiveness & McREL	Fall 2014		
Teacher representatives, coaches & department chairs will revise ELA & Math <i>Unit Guides</i> to align with revised Indiana college & career readiness standards	Assistant to the Superintendent for Educator Effectiveness & McREL	Fall 2014		
Regular monitoring & support is provided by central office instructional leadership; and weekly onsite support provided to the principal by the Assistant to the Superintendent for 7-12	Assistant to the Superintendent for 7-12 Assistant to the Superintendent for Educator Effectiveness Chief of Academics	2014-15		
Assistant to the Superintendent for Educator Effectiveness coordinates district PD initiatives with principal (e.g., McREL, SMI & Achieve trainings; trainings of instructional coaches); provides PD to support the effective integration of instructional technologies and educators' effective use of PIVOT system (student achievement data; performance evaluation data)	Assistant to the Superintendent for Educator Effectiveness & Principal	2014-15		

Year 2 ACADEMIC Action Steps (2015-16)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Continue efforts from 2014-15	Principal	2015-16	Supplies Personnel & Benefits Contracted Services	Use data to implement an aligned instructional program

Implementing New: <ul style="list-style-type: none"> Purchase Smart projectors, whiteboards & document cameras (to support engaged & collaborative small-group instructional learning) 	Chief Financial Officer Chief of Academics	Summer 2015	Equipment Other Services	
Continue efforts from 2014-15	Principal	2015-16		Promote the use of data to inform & differentiate instruction
Continue efforts from 2014-15	Principal District Leadership	2015-16		LEA and SEA supports school with ongoing, intensive technical assistance & support
Implementing New: <ul style="list-style-type: none"> District-provided PD trainings to support teachers' effective integration of new technologies into instruction (Smartboards, whiteboards, document cameras); and teachers design lessons using technologies. 	Assistant to the Superintendent for Educator Effectiveness	Summer/Fall 2015		

Year 3 ACADEMIC Action Steps (2016-17)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Continue efforts from 2014-15	Principal	2016-17	Supplies Personnel & Benefits Contracted Services	Use data to implement an aligned instructional program
Implementing New: <ul style="list-style-type: none"> Purchase round tables for five specialty classrooms (to support engaged & collaborative small-group instructional learning) 	Chief Financial Officer Chief Academic Officer	Summer 2016	Equipment	
Continue efforts from 2014-15	Principal	2016-17		Promote the use of data to inform & differentiate instruction
Continue efforts from 2014-15	Principal District Leadership	2016-17		LEA and SEA supports school with ongoing, intensive technical assistance & support

Year 4 SUSTAINABILITY Academic Goal (2017-18)

Sustain increased overall student ELA pass proficiency rates for Stonybrook Middle School on ISTEP+ by five (5) percentage points for 2017-18

Baseline = 56%

2014-15 Goal = 61%

2015-16 Goal = 66%

2016-17 Goal = 71%

2017-18 Sustainability Goal = 76%

Sustain increased overall student Mathematics pass proficiency rates for Stonybrook Middle School (7th & 8th) on ISTEP+ for 2017-18

Baseline 69%

2014-15 Goal = 72%

2015-16 Goal = 77%

2016-17 Goal = 82%

2017-18 Sustainability Goal = 87%

Year 4 SUSTAINABILITY of ACADEMIC Action Steps (2017-18)				
Action Steps	Person/s Responsible	Timeline	Budgeted Items	Transformation Principles
Support for differentiated core classroom instruction & extended online learning will be sustained through –	Chief Financial Officer	Summer 2017	Textbook rental fees	Use data to implement an aligned instructional program
• myON reader licenses				
• Achieve3000 licenses	Chief Academic Officer	Summer 2017	Title I	
• Scholastic Math Inventory	Chief Academic Officer	Summer 2017	General fund: testing account	
• Smart projectors, whiteboards, document cameras, round tables -- repairs or replacement	Chief Financial Officer	2017-18	Capital Projects Funds	
Support for students who struggle will be sustained through –	Principal	2017-18	Purchased to Own	
• Read 180 & Math 180 licenses				
• Math Interventionist	Chief Academic Officer or HR	2017-18	Title I or General Funds	
Trainings to support				
• the effective use of myOn Readers, Achieve3000, Read 180, Scholastic Math Inventory, Math 180 will be sustained through staff capacity (to train new teachers for their effective use of instructional tools)	Teachers	2017-18	Staff Capacity	
• the successful implementation of the 100-minutes ELA block & PLCs will be sustained by educators (who were trained by AIR)	Teachers	2017-18	Staff Capacity	
Process Checks conducted by external consultant will no longer be required beyond grant funding	Not Applicable	Not Applicable	Not Applicable	
Data will continue to be used to inform & differentiate instruction through –	Principal	2017-18	General Funds	Promote the use of data to inform & differentiate instruction

<ul style="list-style-type: none"> • Monthly <i>Learning Log</i> meetings • Monthly staff meetings (where discipline/office referral data is analyzed & used to inform practices) • Lexile data used to differentiate instruction (e.g., via myON Reader & Achieve3000) • Classroom walkthrough observations & performance evaluation data used to inform PD needs; monitor implementation of learned PD strategies • Embedded PLCs will be sustained in master schedule 				
<p>Curriculum maps & Unit Guides in place for ELA, math, social studies & science.</p> <p>Trainings via external providers (McREL, AIR) have enabled staff capacity to sustain highly-effective practices for engaging, differentiating & personalizing students' learning.</p>	Stonybrook Educators	2017-18	Staff Capacity	LEA and SEA supports school with ongoing, intensive technical assistance & support

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.</p>	X		<p>Attached Budget</p> <p>District and school leadership collaborated to identify areas of need and then researched all intervention models/programs for scientifically-based research and program effectiveness in schools with a similar population.</p> <p>District calculated salaries based on employees in comparable positions (e.g., social worker/dean at high school).</p> <p>Budget resources to support successful implementation are carefully calculated and align with each identified transformation intervention element.</p> <p>All budgeted items are reasonable, allocable and necessary. Budgets reflect standard rates for comparable work. Warren examined previous bids for similar items, requested quotes, etc.</p> <p>The proposed funded staff, extended-time opportunities, digital content, Extended Partners, professional development and every component proposed within this grant are directly linked to the improvement of student achievement</p>
<p>2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.</p> <p><i>Turnaround and Transformation models</i></p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	X		<p>Attached Resumes for:</p> <p>Lee Ann Kwiatkowski, Chief of Academics; Lou Anne Schwenn, Assistant to the Superintendent, 7-12; Pam Griffin, Principal; and Kyle Barrentine, Assistant Principal</p> <p>District leadership is excited by the potential supports available through the highly-competitive SIG(g) grant award, and pledges their three-year commitment to its effective and successful implementation.</p> <p>Lee Ann Kwiatkowski has had a successful career at the school, district and state levels. She held the position of Turnaround Director at the Indiana Department of Education and provided support to many schools in improvement status across the state. Further, the US Department of Education invited Lee Ann to join them on monitoring visits in Florida, Texas and California, which provided a national prospective. As the former IDOE Title I Director, Lee Ann developed many systems of support for schools and districts. While in Warren, Lee Ann has served as principal at the Early Childhood Center, Assistant to the Superintendent for School Improvement and Chief of Academics.</p> <p>Lou Anne Schwenn, Assistant to the Superintendent for Secondary Instruction served as the Director/Principal at the Walker Career Center for the past eight years in MSD Warren Township. Prior to her new position, Lou Anne served as a teacher, coach, assistant principal and principal in our district, which spans over 34 years. During her tenure as the director, the career center moved</p>

into one that has been recognized at the state and national levels as a premier school. Over the past eight years, Walker Career Center has been named one of the top seven pre-engineering secondary programs in the nation through Project Lead the Way and the Society of Mechanical Engineering. Walker has been presented with the Indiana Awards for Excellence in Career and Technical Education in the following programs: Video Production, Computer Aided Drafting, Project Lead the Way, Cosmetology, Welding and Building Trades. Under her leadership, Walker Career Center students won individual secondary student Awards for Excellence and acquired numerous state championships in many of their 21 career and technical education programs. The strength of Walker also comes from the staff and their community partners who serve on advisory boards to assist their teachers and students. Community Hospital, IU School of Dentistry, Major Tool and Die, Eli Lilly, Rolls Royce, and the CPA Society, to name a few, serve Walker students from mentoring to providing internships. Lou Anne led the charge to make sure the Walker Career Center served all students, created an emphasis on post-secondary education by offering dual credits and certifications and prepared their students to be college and career ready upon graduation. In her new position, Lou Anne is dedicated to bring that same intensity and success to all of the secondary schools in Warren.

Pam Griffin is the current principal at Stonybrook and serves as the leader of 650 students. Principal since 2011, Pam has implemented numerous positive changes. Leading indicators (i.e., Acuity, suspension data, data from families and community) indicate the school is moving in a positive direction. Prior to Stonybrook, Pam served as the Assistant Principal at Creston Intermediate Academy and Creston Middle School. Pam is an instructional leader who uses data daily to inform decision-making. (Resume Attached)

Kyle G. Barrentine, a 20-year veteran of education, was hired in 2013 by Warren Township to be the Assistant Principal at Stonybrook Middle School. Kyle was hired because of his extensive middle school background, his track record for providing professional development & successfully-implementing CR-PBIS, his training in 21st Century skills, and his ability to provide descriptive feedback to teachers on instructional practices.

Kyle has attended conferences throughout the country learning what middle level education 'looks' like in the 21st Century--the Institute for Middle Level Leadership, an Executive Briefing with Apple, and a two-day session on Project Based Learning at the national ASCD conference.

Kyle has revamped schedules and programs at previous schools in order to best meet the instructional needs of his students. Morale (of both students and staff), teacher effectiveness, and student achievement have improved under his leadership. (Resume Attached)

			<p>In 2013-2014, Dr. Cushenberry, Superintendent, created a new organization structure at the central office. The instructional team consists of Lou Anne Schwenn, 7-12, Tim Hanson, PK-6, Lee Ann Kwiatkowski (overall school improvement), and Ryan Russell (overall PD & educator effectiveness). The team works collaboratively and work is vertically & horizontally aligned. Each team member brings a high level of expertise and successful track-record to effectively inform all initiatives.</p> <p>Warren Township does not have any restrictions for restricting principal searches. Frankly, Warren strives to find the most talented leaders and takes pride in its ability to recruit and retain exceptional leaders. Outside district visits to observe the successful practices of building leadership teams routinely occur within our district.</p> <p>Principal candidates are pursued both internally and externally through all venues, such as national publications (i.e., Education Week), IDOE website, Warren website, etc. While our hope is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of the best candidate for leading teachers and meeting students' needs.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion 	X		<p>MSD of Warren Township has received support from the Board to apply for and fully-implement the proposed SIG(g) grant proposal.</p> <p><u>Evidence</u> School Board Assurances signed by Board President Tony Mendez (SIG(g) Application)</p> <p>Minutes from March 19, 2014 Warren Township Board of Education Meeting (Attached)</p> <p>Tony Mendez, Board President: Letter of Support (Attached)</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation 	X		<p>Stonybrook Middle School and district leadership have received support from the Superintendent to apply for and fully-implement the proposed SIG(g) grant proposal.</p> <p><u>Evidence</u> Superintendent Assurances signed by Dr. Dena Cushenberry, Superintendent of MSD of Warren Township (SIG(g) Application)</p> <p>Dr. Dena Cushenberry, Superintendent: Letter of Support (Attached)</p> <p>Minutes from March 19, 2014 Warren Township Board of Education Meeting (Attached)</p>
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the</p>	X		<p>Stonybrook Middle School and district leadership have received support from the Warren Education Association (union) to apply for and fully-implement the proposed SIG(g) grant proposal.</p>

<p>model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 		<p><u>Evidence</u></p> <p>Attached Letter of Support from Kate Miller, WEA President</p> <p>MSD of Warren Township and the Warren Education Association (WEA) have a collaborative relationship and effectively work together to improve student achievement.</p> <p>WEA was informed of the school improvement models and the opportunity to pursue SIG(g) funding. The teachers, including union leadership, have been active members in the development of the grant. Further, they have committed to eliminate any barriers to allow the full implementation of the transformation model.</p> <p>The teachers' union supports changing the school day and year (extended-time Monday-Thursday and intersessions).</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	X	<p>Teacher Union Assurance (Attached)</p> <p>MSD of Warren Township strongly believes the school principal should be responsible for hiring his/her staff. We believe that our most important asset is our people. Providing the best teachers and school leaders has the most profound impact on our students' success. Highly-effective teachers are shown to be effective with all groups of students—regardless of initial achievement levels, so we recruit the best and support their effectiveness through robust high-quality PD trainings.</p> <p><u>Recruitment & Hiring</u></p> <ul style="list-style-type: none"> • Located near Indianapolis and the numerous nearby teaching colleges enables a generous pool of teacher applicants. • Every year, PreK-12 administrators participate in Indiana College & university recruitment fairs to interview new talent. • We participate in the Indianapolis Minority Recruitment Fair, seeking a diverse staff, reflective of our population. • The principal posts open positions on the IDOE website, district website and, when needed, in national papers (e.g., Education Week). <p>The principal reviews all applicants, creates an interview committee and selects candidates for interview. At times, a central office staff member is invited to participate in the hiring process and building teachers always are part of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors.</p> <p>With input from the interview committee and past employers/supervisors, the principal makes the final decision for hiring teachers.</p> <p><u>Retention</u> of highly-effective teachers is crucial to the success of our students, so they are supported in a variety of ways.</p> <ul style="list-style-type: none"> • An on-site mentor is assigned at the building-level • Principals provide feedback on a regular basis, after frequent observations and walkthroughs in all teachers' classrooms • 1st-year teachers participate in a New Teacher year-long PD training series • Exemplary experts, coaches & leaders offer PD to support

		<p>district-wide initiatives</p> <ul style="list-style-type: none"> Weekly content-area/grade-level team data meetings, embedded into every school schedule, are highly-valued by both teachers new to the profession, as well as seasoned veterans Teachers also tell us that our district's health care plan and benefits (with Community Health facilities conveniently located on campus) are attractive and important to them and to their families Instructional Coaches, located in every school, offers support to teachers <p>Administrators' open-door policies (both at the building & central office levels) allows for staff to gain additional support, when needed.</p> <p>The district's outstanding relationship with its teachers' union (Warren Education Association), fosters good will and contributes to staff retention.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> Professional Development Calendar Curriculum and Assessment Calendar Parent Requirements Monitoring and Evaluation System Support Process Data Review Special Population Review Fiscal Monitoring 	X	<p>The <i>8-Step Process for Continuous School Improvement</i> has been implemented with fidelity district-wide over the past ten years. This process provides the framework for monitoring the implementation of the transformation model at Stonybrook.</p> <p><u>Step 1—Data Disaggregation:</u> Each summer, central office staff, principals and teachers disaggregate and analyze state ISTEP+ testing results to determine whether state standards are being equitably learned by all students. Every building principal ensures that the school schedule provides weekly quality team planning periods for grade-level/subject area teachers to meet and discuss data, collaboratively plan and share best practices.</p> <p>Posted Data Walls in all schools keep the focus on students' learning, with walls updated following each higher-level assessment (ISTEP, Acuity) to track progress and identify continuing needs.</p> <p><u>Step 2—Instructional Calendar:</u> Provides Curriculum Maps and Unit Guides that are aligned to State Academic Standards and used by teachers (created by teachers with assistance from McREL). Maps are available in English/LA and Math. Summer 2014, Social Studies and Science maps will be created.</p> <p><u>Step 3—Instructional Focus:</u> Teachers and students alike are expected to understand the instructional focus for each day's lesson (driven by the Curriculum Maps and Unit Guides). Continuous principal classroom walkthroughs, professional development trainings, teachers' collaborative planning & sharing of best practices and teacher mentoring (through Instructional Coaches/highly-effective classroom teachers) support quality instruction, aligned to College and Career Readiness Standards.</p> <p><u>Step 4—Assessments:</u> While the State's assessments annually measure the impact of instruction, we cannot wait for those results to ascertain the impact of our efforts. District-wide, formative and performance-based assessments aligned to State</p>

Academic Standards, and Acuity, inform our progress across the school year. Immediately after those assessments, principals convene Data Meetings (often attended by Assistant to the Superintendent, PK-6 or 7-12), where each grade-level/content-area teacher team analyzes (individual teacher and group) data results including special populations (e.g., ELs, Special Education ; looks for patterns to determine curricular adjustments needed; tracks individual student progress (& posts individual student results on Data Walls); and regroups all students (based on data results) for "Success Periods," where individualized student needs are supported in daily, 30-minute sessions.

Steps 5 & 6—Tutorials and Enrichment: Warren Township has a longer school day than most Indiana schools, enabling us to accommodate personalized supports outside students' literacy and mathematics blocks of instruction. Unique, daily 30-minute *Success Periods*—operating school-wide—place students who need tutoring into small groups with a content teacher. Students mastering standards on formative assessments are assigned to larger groups, taught by a variety of staff—including non-content teachers (e.g., music, art, PE, counselors). Student groupings/teacher assignments are fluid, changing after each formative assessment.

Step 7—Maintenance: Just because something has been taught and initially mastered doesn't mean that students retain that learning. Most students need repetition for mastery to set in. Students maintain learned skills through periodic and cyclical reviews of standards taught (e.g., during "Bell-work," and Acuity instructional resources).

Step 8—Monitoring: Principals who monitor the fidelity of the 8-Step Process are effectively managing curriculum and instruction. Their role is to conduct daily classroom walkthroughs and conduct one (1) announced and five (5) unannounced teacher evaluations, hold student Test Talks (to meet individually with students to discuss their scores on State assessments and set achievement goals); convene formal, monthly Data Meetings with grade-level/department-level team meetings; provide oversight of daily *Success Periods*; and celebrate success with teachers, students and parents. The superintendent monitors the principal's implementation of the 8-Step Process, as do the assistant superintendents. Structured, half-day semi-annual *Process Checks* are conducted by the superintendent and central office leadership in every school. Each principal and grade-level/department-level leadership team presents (with evidence) their progress, identifies challenges, and discusses strategies for the resolution of issues requiring central office support.

Regular monitoring is conducted by the Central Office Staff. The Chief of Academics, Assistant to the Superintendent for PK-6 and 7-12 and Assistant to the Superintendent for Educator Effectiveness are in schools daily. Further, the Superintendent observes in each new teacher's classroom. The Superintendent conducts visits to each school at least twice per year.

			<p>The district is committed to improving student achievement and added a new position in 2013-2014 that was greatly needed. Ryan Russell, Assistant to the Superintendent for Teacher Effectiveness coordinates professional development (based on school needs) with outside experts, e.g., McREL (curriculum and instructional strategies to meet demands of new standards); Virtuoso (cultural competency and PBIS); American Institute for Research (100-minute Middle School E/LA block); Scholastic training (SRI to gain understanding of reading levels and lexiles; Read 180; and Achieve 3000). In addition, training is provided to the Instructional Coaches. Further, he provides PD for educators' effective integration of technologies into instruction for engaged learning.</p> <p>All principals create a professional development calendar at the beginning of each year. Of course, these calendars are fluid, as adjustments are made based on needs identified through observations, data and teacher requests.</p> <p>The Chief of Academics and the Assistants to the Superintendent PK-6 and 7-12 disaggregate data regularly. For example, Acuity data are analyzed after each administration. Trends are recorded and discussed. Not only is academic data tracked on a monthly basis, disaggregated suspension data are also analyzed, shared and discussed each month, as are disaggregated data to monitor the achievement of special populations.</p> <p>MSD of Warren Township has a strong fiscal monitoring process and an established record of fiscal integrity. We continue to have excellent reviews by the State Board of Accounts (SBA). Our Chief Financial Officer, David Holt, is highly regarded across the state and is regularly called upon to provide training to other business managers. As routinely cited by SBA, Warren's financial monitoring system has multiple checks and balances incorporated into its processes.</p> <p>In addition to the aforementioned central office monitoring practices, MSD of Warren will contract with an outside expert to conduct monthly process checks to specifically monitor the implementation of all components of the SIG(g) grant.</p>
--	--	--	---

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, select and support appropriate external providers.</p> <p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency	X		<p>MSD Warren Township is committed to ensuring that the best external providers are selected to support reform efforts.</p> <p>Mid-continent Research for Education & Learning: McREL</p> <p>Last year, recognizing that students needed to be taught to the demands of college and career readiness standards, Warren</p>

<p>of each external provider based on each schools identified SIG needs;</p>			<p>posted a Request for Proposal (RFP) for an outside expert to assist with the development of ELA & Mathematics curriculum maps & <i>Unit Guides</i>—supported by the delivery of professional development for teachers’ effective use of these resources. Through the RFP process (i.e., receiving and scoring proposals, conducting interviews, requesting “best offer”), Warren selected McREL to assist with this work. McREL is a private, nonprofit, nonpartisan education research and development corporation in existence since 1966 (e.g., Marzano’s work came from McREL).</p> <p>McREL worked side-by-side with teachers and principals last summer to create ELA & Mathematics Curriculum Maps, and during fall Intersession break to create <i>Unit Guides</i>. Authentic and effective job-embedded professional development, focusing on close reading strategies, vocabulary and mathematical practices has been provided by McREL content consultants on multiple occasions, in all Warren schools. To ensure that teachers could routinely track student progress and adjust instructional strategies to better meet needs, McREL’s assessment team created aligned, rigorous performance assessments for each unit (i.e., formative assessments).</p> <p>McREL will continue to be an external provider in Warren and will focus on effective Tier I (core classroom) instructional practices. This aligns with the needs in Stonybrook’s <i>Self-Assessment</i>, as well as needs identified through its analyses of student achievement data.</p> <p>Because this is a support for all of Warren schools, you will not see a budget item for McREL.</p> <p style="text-align: center;">Virtuoso (CR-PBIS experts)</p> <p>In 2012-2013, the district and two school leaders selected an external provider to provide professional development on culturally-responsive teaching practices for two schools that were underperforming. An RFP was issued and we read proposals, interviewed top candidates, requested “final best offers” and selected Virtuoso. It is also noteworthy that during this period the Indiana Department of Education, Office of Special Education, required Warren to work with one of the resource centers (IU Equity Center) on issues of disproportionality (due to Warren’s over-identification of Emotional Disabilities with African American students). The Equity Center highly recommended Virtuoso to assist with the disproportionality work.</p> <p>School leaders and teachers have successfully worked with Virtuoso across the 2013-14 school year and will continue that initiative during the SIG grant period. Specifically, external provider Virtuoso will assist Stonybrook Middle School with planning and implementing CR-PBIS and provide professional development on effectively using culturally-relevant teaching strategies. This support aligns with Stonybrook’s identified needs and goals to improve school culture.</p> <p>The district is funding this work and it will not be reflected in the budget. Nonetheless, Stonybrook Middle School will receive</p>
--	--	--	---

			<p>direct support from Virtuoso.</p> <p>American Institute for Research (AIR) Lee Ann Kwiatkowski, Chief of Academics, serves on the Great Lakes East Advisory Board. While at their yearly meeting in 2013, Lee Ann spoke with key leaders of <i>Great Teachers and Leaders</i> and <i>College and Career Readiness and Success</i>, federally funded comprehensive centers, to identify experts in adolescent literacy who could assist with implementation of a new 100-minute block middle school E/LA model.</p> <p>Dr. Chris Rauscher, American Institute for Research (AIR), was highly-recommended based on her knowledge of research and ability to apply that research in greatly impacting teachers' instruction and students' learning. The Indiana Department of Education, along with Great Lakes East/ AIR, agreed to work with Warren's district leadership, principals and teachers to review research on necessary components of an effective extended-time E/LA block; create a new 100-minute model; and share effective instructional strategies and programs (e.g. <i>Word Generation</i> vocabulary program) with other middle schools across the state.</p> <p>This support aligns with needs identified in Stonybrook's Self-Assessment and identified achievement data findings. The SIG budget will include funds for <i>additional</i> job-embedded professional development from Dr. Chris Rauscher at Stonybrook Middle School. This support will be specific to the English teachers, the instructional coach and Stonybrook administrators.</p>
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	X		<p>McREL</p> <p>Within the "Deliverables" section of our RFP, Warren was very specific, detailing the amount of time that McREL would be required to commit to mapping & unit development, development of aligned performance assessments, and the delivery of ongoing professional development needed to support this initiative.</p> <p>Schedules were developed in the summer of 2013, which assisted the Stonybrook principal in the development of her school's professional development calendar.</p> <p>Prior to each school visit (across the school year), the McREL consultant Skyped with the principal and Instructional Coach to plan the site-visit trainings based on specific needs at Stonybrook. Following each visit, McREL prepared a report that was shared with the principal and Assistant to the Superintendent for Educator Effectiveness.</p> <p>For purposes of continuity and understanding of specific building needs, each school received the same McREL consultant for Mathematics and for English/Language Arts for the entire year. Warren (central office and principal) provided routine feedback to McREL to ensure effective implementation, specific to individual needs of schools.</p>

		<p>Virtuoso (CR-PBIS experts)</p> <p>With guidance from Virtuoso, Warren created a plan to develop and implement culturally-relevant positive behavior interventions and supports (CR-PBIS). Every school identified a facilitator (teacher) and a team to attend six (6) after-school trainings (3 hours each) throughout the 2013-2014 school year.</p> <p>As part of those trainings, assignments were given (e.g. development of a Matrix for expected behaviors in hallways, cafeteria, and restrooms; develop lesson plans to teach those behaviors to students at the beginning of the 2014-15 school year, etc.). Team-developed documents are placed in a Dropbox—available to Virtuoso, district leaders, principals and other schools teams.</p> <p>In addition, Virtuoso offered to attend building staff meetings to help with conversations about referral data, trends, expectations and supports.</p> <p>Next year, as CR-PBIS (Tier I) is fully-implemented, Virtuoso will provide on-site assistance and will continue to train teams on Tier II & III behavioral interventions (providing strategies for behaviors that cannot be adequately addressed within classroom environs).</p> <p>Virtuoso has a proven track record of successfully-developing and implementing CR-PBIS in schools around the country. An added benefit is that the owner of Virtuoso lives in Warren Township and has children who attend our schools. She is very dedicated to ensuring success in our buildings—and has the respect of district educators because of the knowledge and expertise she brings to this essential initiative. Our partnership with Virtuoso will dramatically change school culture at Stonybrook Middle School.</p> <p>American Institute for Research (AIR)</p> <p>The Indiana Department of Education and Great Lakes East/AIR have had numerous calls and meetings to identify goals and the amount of time (commitment) needed to meet with teachers, create a model based on the research, redesign curriculum maps and provide professional development to effectively implement the 100-minute block in order to provide all middle school students with a high-quality education, closing achievement gaps.</p> <p>This important work, specific to Stonybrook ELA teachers, the instructional coach & administrators, will require a multi-year partnership.</p>
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X	<p>Warren is on a balanced calendar, which allows for summer, fall, winter, and spring professional development trainings offered through our external providers. In addition, Warren is committed to providing guest teachers (substitutes), when needed, during external provider school visits across the school year.</p> <p>As mentioned above, the CR-PBIS training schedule was shared with principals at the beginning of SY 2013-14. Before a building facilitator or teachers were selected as CR-PBIS team members, they had to commit to attending all trainings. They also had to</p>

		<p>commit to sharing information acquired through those trainings with their colleagues during ongoing building staff meetings (to ensure staff buy-in and involvement in the development of CR-PBIS building implementation plans).</p> <p>To fully-implement CR-PBIS, a four- year plan was created with specific goals and metrics.</p> <ul style="list-style-type: none"> • Year 1- planning, developing Matrix, collecting and analyzing referral data, and creating lessons (for teaching students the behavioral expectations at the start of the 2014-15 school year; • Year 2- teaching students CR-PBIS behavioral expectation lessons; creating Tier II supports; participating in on-going, job-embedded supports and PD; • Year 3-creating Tier III supports; participating in on-going, job embedded PD on culturally-relevant teaching strategies; and • Year 4- continued job-embedded PD on CR-PBIS and culturally relevant teaching strategies. <p>This plan carefully considered time, resources and personnel.</p> <p>Indiana Department of Education, Great Lakes East/AIR and MSD of Warren Township knew that it was important to have all middle schools' English teachers involved with redesigning the 100-minute block in order to have it followed with fidelity. Thus, the district provided substitutes and allowed all 7th grade and 8th grade ELA teachers to be part of the professional development on three separate occasions during the 2013-14 school year.</p> <p>This summer (alongside McREL), AIR will provide support with the re-design of middle school curriculum maps to lengthen the <i>units</i>, ensuring the coverage of three types of writing (i.e., argumentative, narrative, and persuasive).</p> <p>During the SY 2014-15, AIR will continue to work with Stonybrook English teachers, their Instructional Coach and administrators to build capacity with effective implementation of the 100-minute model. AIR will provide PD on best practices with effective small-group instruction, and help teachers frame strategies for their meaningful and successful implementation of new Professional Learning Communities (PLC time has been embedded into Stonybrook's revised 2014-15 master schedule, as part of its Transformation Model plan).</p>
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to</p>	X	<p>Warren's central office leadership participates in the summer, fall and spring trainings, and often during school year external provider visits. After each visit, the Assistant to the Superintendent for Educator Effectiveness receives feedback from the Principal and Instructional Coach. During district-wide <i>Process Checks</i> (scheduled half-day meetings in each building every fall and spring), the superintendent and instructional leadership team meet with every teacher (K-8) and groups of teachers (9-12) to monitor school progress, receive feedback, and problem-solve issues. We are a continuous improvement district that makes adjustments required to ensure needs are being met.</p>

the school's identified needs.			<p>Communication from McREL, Virtuoso and AIR is ongoing. Reports are written after each site visit. Regular phone calls and email occur with district leadership. Evidence cited in teacher evaluations is one measure of the effectiveness of the McREL and AIR professional development (i.e., Do we see the practices learned through trainings being implemented during instruction?).</p> <p>As part of our initiative with Virtuoso, the district and schools monitor suspension data on a monthly basis. A decrease in disruptive behaviors, as well as closing the gap with suspensions (i.e., African Americans are suspended at a higher rate than other groups) are ways that effectiveness will be measured. At the school level, student discipline referrals (to the office) are electronically-tracked, then shared and discussed at monthly staff meetings. Based on those data findings, schools make adjustments to improve processes that will better meet identified needs and result in fewer discipline referrals and student suspensions.</p> <p>For the first time, in May 2014, students will take <i>Core Link</i>, an IDOE college and career readiness assessment. In the final analysis, student performance on the next generation assessments will be the ultimate evaluation of this work.</p>
--------------------------------	--	--	---

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. **Attach** with LEA and School Data.

Required Funding Alignment Section of Budget

School Improvement Grant (1003g)

Part 7 -- BUDGET

Alignment of Other Funding

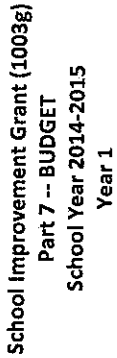
Sources to SIG Elements



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
FEDERAL RESOURCES		
Use of research-based instructional practices that are aligned with college and career ready standards	Transformation	Federal RttT funds & Title I (schoolwide) & Title III (for ELs)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	Title I, Title II & Federal RttT Grant
Curriculum and formative performance-based assessments aligned with college and career ready standards	Transformation	Federal RttT Grant
Technology (Chromebooks) to be used as a tool for implementing college and career ready standards	Transformation	Federal RttT Grant
Research based interventions to be used with at-risk students	Transformation	Title I (Schoolwide)
STATE RESOURCES		
High ability grants to provide resources that support high ability students	Transformation	High Ability Grant
Scholastic Reading Inventory to access lexile scores for students	Transformation	General Funds
Resources (e.g. LobbyGuard) to promote school safety	Transformation	School Safety Grant



Corporation Name:
Corporation Number:
School Name:

MSD of Warren Township
5360
Stonybrook Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL						
Math interventionist	1.00	1.00		salary for math interventionist to provide small group instruction	\$ 55,000.00	
Social Worker/PBIS Specialist	1.00	1.00		salary for social worker to provide support for students and their families	\$ 75,000.00	
Teachers	TBD	yes		extended-time tutoring M-Th (\$25 per hour) and intersessions (hourly rate)	\$ 80,000.00	
					\$ -	
					\$ -	
	2.00	TOTAL SALARIES				\$ 210,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
benefits for personnel listed above		TOTAL FIXED CHARGES / FRINGE BENEFITS			\$	85,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of state travel for leaders and teachers		Incentive conference (i.e., Harvard Urban Leadership Series,) approx. 10 teachers & leaders			\$ 50,000.00	
	out-of-state					
in-state student transportation		buses for extended-time tutoring M-TH during school year; & 10 days M-F during intersessions			\$ 50,000.00	
	in-state					
		TOTAL TRAVEL				\$ 100,000.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)					
American Institute for Research (AIR)				\$	10,000.00
Scholastic				\$	15,000.00
External Process Checks (Linda Miller)				\$	15,000.00
MyON Reading				\$	2,000.00
Achieve 3000 PD				\$	2,000.00
TOTAL CONTRACTED SERVICES				\$	44,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)					
				\$	146,800.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".					
				\$	313,107.75
7. OTHER SERVICES: (Include a specific description of services.)					
TOTAL OTHER SERVICES					
INDIRECT COST (2.07%)					
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				\$	911,033.81

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
site license	MyOn Reading: digital content providing over 3500 books for students to access 24/7	\$ 5,000.00	\$ 5,000.00
120 licenses	Math 180: research-based math intervention to be used with 120 at-risk students in addition to regular math class	\$ 67,000.00	\$ 67,000.00
60 licenses	Read 180: research-based reading intervention to be used with 60 at-risk students in addition to 100- minute reading block	\$ 45,000.00	\$ 45,000.00
650 licenses	Scholastic Math inventory: screener to measure math and identify struggling students; dynamic, on-demand data to monitor students' growth & progress	\$ 4,550.00	\$ 4,550.00
650 licenses	Achieve 3000: digital content providing relevant articles at appropriate lexile level; students have 24/7 access; use to support literacy acquisition across ELA, Social Studies & Science content areas	\$ 10,000.00	\$ 10,000.00
TBD	classroom supplies (incentives for teachers effectively implementing SIG)	\$ 6,000.00	\$ 6,000.00
TBD	school supplies (incentives for students, e.g., backpacks, pens, journals, magazine subscription)	\$ 5,000.00	\$ 5,000.00
2 kits	Lego STEM kits: for after-school programming	\$ 500.00	\$ 500.00
TBD	after-school supplies (e.g. paper, pencils, materials for projects)	\$ 3,000.00	\$ 3,000.00
TBD	light snacks for parent meetings	\$ 250.00	\$ 250.00
TBD	supplies for parent topical series	\$ 500.00	\$ 500.00
	TOTAL SUPPLIES COSTS	\$ -	\$ 146,800.00

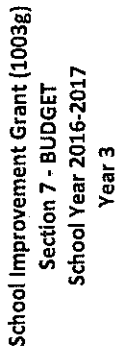
EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
225	round tables with dry erase tops to be used in classrooms for collaborative, group work (9 tables x 25 classrooms)	\$ 855.55	\$ 192,498.75
900	wave task chairs 18" 4 chairs per 9 tables for 25 classrooms	\$ 134.01	\$ 120,609.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS	\$ -	\$ 313,107.75



Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year. The original approved allocation amount cannot be increased through an amendment. All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

TOTAL CONTRACTED SERVICES				\$ 35,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet (include the total amount to be used to purchase testing, programmatic and/or office supplies.)				
TOTAL SUPPLIES				\$ 34,750.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".				
TOTAL EQUIPMENT AND TECHNOLOGY				\$ 207,500.00
7. OTHER SERVICES: (Include a specific description of services.)				
Interactive white wall (25 rooms)	paint area with whiteboard painting (to be used with interactive projectors); remove existing marker board, add trim, remove wall paper, skimcoat wall, and paint preparation, move electrical outlet if necessary		\$ 100,000.00	
INDIRECT COST (2.07%)				\$ 9,868.73
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				\$ 694,118.73

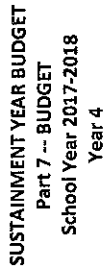


Corporation Name:
Corporation Number:
School Name:

MSD of Warren Township
5360
Stonybrook Middle School

[illegible]

[illegible]



SUSTAINMENT YEAR BUDGET
Part 7 -- BUDGET
School Year 2017-2018
Year 4

Glenn Ritz, NBCI
Indiana Superintendent of Public Instruction

Note: continued progress without awarded SIG funds. Review Sustainability Year 4 goals to determine possible interventions for sustainment and funding sources to cover costs.

Corporation Name:
Corporation Number:
School Name:

MSD of Warren Township
5360
Stonybrook Middle School

[illegible]

Attachments

Dr. Dena Cushenberry, Superintendent: Letter of Support
Tony Mendez, Board President: Letter of Support
Kate Miller, President Warren Education Association: Letter of Support
March 19 Board Meeting: Action Item SIG approved by all board members
Pam Griffin, Principal: Resume
Kyle Barrentine, Assistant Principal: Resume
Community Health Network: Letter of Support
Marion County Public Health Department: Letter of Support
Lifeline Ministries Senior Pastor & Founder: Letter of Support
Rena Azziz, Virtuoso: Resume
Gregory Cameron, McREL: Resume
Amber Evenson, MeREL: Resume
W. Christine Rauscher, Great Lakes East/AIR: Resume
Middle School Reading/Writing 100 Minute Block schedule



The future begins here for life-long learning in our diverse community:
integrity, achievement, success.

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

March 19, 2014

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the superintendent of the Metropolitan School District of Warren Township, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. The potential resources provided under this grant will be essential to Stonybrook Middle School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students.

The members of the Warren Board of Education, the Warren Education Association, and I are committed to continuously supporting all aspects of the Transformation Model at Stonybrook Middle School.

As a leading advocate for personalized learning, I can assure you that:

- You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within Warren's grant proposal;
- Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
- Schedules that build in time for teachers' analyses and use of data, Professional Learning Communities for teacher collaboration and learning, and a variety of opportunities for extended-learning to meet individual student needs will be in place at the start of school year 2014-15; and
- I have full-confidence in Stonybrook Middle School's principal, Mrs. Pam Griffin, to lead the important initiatives proposed within this grant application and increase student achievement.

On behalf of MSD of Warren Township, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Dr. Dena Cushenberry
Superintendent

EDUCATION & COMMUNITY CENTER
975 North Post Road
Indianapolis, Indiana 46219
(317) 869-4300 FAX: (317) 869-4399



WARREN

The future begins here for life-long learning in our diverse community:
integrity, achievement, success.

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

March 19, 2014

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the President of the Warren Township Board of Education, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

Over a three-year period, this grant will provide invaluable resources to significantly enhance the important work occurring at Stonybrook Middle School to transform instructional practices, offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. These initiatives will help improve teacher pedagogy, reduce suspensions and increase student achievement.

My fellow Board members and I are committed to continuously supporting all aspects of the Transformation Model at Stonybrook Middle School, under the leadership of its principal, Mrs. Pamala Griffin.

The Metropolitan School District of Warren Township supports the implementation of this powerful initiative and is grateful for the opportunity to submit this application on behalf of Stonybrook Middle School.

Sincerely,

Tony Mendez, President

Warren Township Board of Education

EDUCATION & COMMUNITY CENTER
975 North Post Road
Indianapolis, Indiana 46219
(317) 869-4300 FAX: (317) 869-4399

March 19, 2014

Dr. Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the President of the Warren Education Association, and on behalf of Warren Township teachers, I am pleased to acknowledge our full-support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

This is a personal honor, as I am a proud educator who serves under the leadership of Pam Griffin, principal of Stonybrook Middle School. Over the past year, we have worked tirelessly to develop and effectively use new English/language arts and mathematics Curriculum Maps, *Unit Guides*, and performance-based assessments to better meet the needs of our students. Year-long efforts to learn about research-based practices have informed the re-design of our 100-minute E/LA block. Teachers have been trained to support students' integrated use of individual Chromebooks, adding an exciting dimension to classroom instruction. Our school team has collaboratively worked to establish behavioral expectations for all environments that will reduce office referrals and unacceptably high suspension rates within our building. Throughout this entire year, continuous professional development has enabled these efforts.

The SIG(g) grant offers initiatives that will further transform our instructional practices, personalize learning—to meet individual student needs, improve school culture, and provide much-needed extended learning opportunities for all students, most particularly for those who struggle.

My colleagues and I, and the Warren Education Association, are committed to supporting all aspects of Stonybrook's Transformation Model across the next three years. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,

A handwritten signature in cursive script that reads "Kate Miller".

Mrs. Kate Miller, President
Warren Education Association



**Wednesday, March 19, 2014
Regular School Board Meeting**

**MSD of Warren Township
Warren Education and Community Center
975 N. Post Road
Indianapolis, IN 46219
317-869-4300
7:00 p.m.**

1. Opening

1.01 Call to Order

2. Superintendent's Report

2.01 Superintendent's Report

3. Board Comments/Correspondence

3.01 Board Comments

3.02 Board Correspondence

4. Legislative Update

4.01 Legislative Update

5. Business of Citizens Present

5.01 Business of Citizens Present

6. School Showcase

6.01 Lowell Elementary

7. Spotlight

7.01 "What's Your Hometown Specialty?" Winners

7.02 JROTC Recognition

8. Consent Agenda

8.01 Approval of Minutes

8.02 Financial Report - Payroll Claim

8.03 Financial Report - Claim Register

8.04 Financial Report - Year to Date Summary of Fund Balances

8.05 Human Resources Report and Addendum

8.06 Field Trip Requests

8.07 Permission to Accept Gifts and Grants

8.08 Change Orders

8.09 Contracts

8.10 Use of School Property

8.11 Special Events

9. Standard Reports

9.01 Warren Central High School Student Representative

10. Special Reports

10.01 District-Wide PBIS

11. Business of Citizens Present

11.01 Business of Citizens Present

12. Action Items

12.01 IREAD-3

12.02 Summer School 2014

12.03 2015-2016 School Calendar

12.04 Appropriations FY 2015

12.05 2510 Adoption of Curricular Materials Board Policy Replacement

12.06 Student Improvement Grant Stonybrook Middle School

13. Discussion Items

13.01 Meal Price Increase

13.02 Restructuring of MSD of Warren Township Police Department

13.03 Board Policy #6150 - Rescind

13.04 Board Policy #7542 Access to Corporation Technology Resources From Personal Communication Devices

14. Closing

14.01 Closing Comments

15. Adjournment

15.01 Adjournment



Stonybrook Middle School

"High Achievement for ALL"

MSD Warren Township

A Race to the Top District

**Mrs. Pamala
Griffin, Principal**

STONYBROOK
MIDDLE SCHOOL
11300 Stonybrook Drive
Indianapolis, IN 46229
317.532.8800 Main
317.532.8899 Fax

Education

1990-1995 Bachelor of Science in Secondary Education, Butler University, Indianapolis, IN
2004-2006 Masters of Science in School Administration, Butler University, Indianapolis, IN

Certification

Valid Licenses Secondary Education, English Grades 5-12
1462276 School Administration, K-12

Professional Development Opportunities

Instructional Technology/Google ~ Culturally Responsive PBIS ~ Read 180 ~ Acuity ~ Close Reading ~ Lucy Calkins Reading Units Grades 3-5 ~ Writer's Workshop and Reader's Workshop ~ Common Core ~ 8-Step Process with Pat Davenport ~ Response to Intervention ~ Indiana IEP ~ Reading Strategies in Content ~ Focus: Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker ~ TEAM: Teacher Evaluation Assessment Measurement ~ Non-Violent Crisis Intervention

Employment

2011-Pres. Principal, Stonybrook Middle School, MSD Warren Township, Indianapolis, IN

Currently, I serve as the school leader for a 7th and 8th grade building consisting of 650 students, a staff consisting of 50 members, and parent/community volunteers. I am responsible for ensuring that the 8-Step Process is followed with fidelity within the building, all staff members receive professional development that supports growth and best instructional practices, monitoring student data to document student progress, and managing building facilities, activities, and recurring systems. My focus has been on maximizing instructional time for students, as well as providing timely and thoughtful feedback to teachers and support staff about practices that can help students to grow both academically and socially. All responsibilities that relate to instruction, supervision, and community building and ensuring a safe and orderly educational environment are critical parts of my job as the building principal. Finally, as a the building leader, I am responsible for establishing and monitoring high expectations and standards for the academic, emotional, and physical growth of the diverse student population of which I serve.

2010-2011 Asst. Principal, Creston Intermediate Academy, MSD Warren Township, Indianapolis, IN

As the assistant principal, I supported the principal as we opened a 5th and 6th grade school that ran as an elementary school. We recruited, hired, and provided professional development for all staff members to support them during the change from a traditional middle schedule to an elementary schedule. While serving as assistant principal, all counseling, evaluation, assessment, scheduling, RtI, special education, discipline, transportation, tutoring and monitoring of instruction for 15 teachers and all support staff members fell under my supervision. During this time, I also served as Intercession Administrator for grades K-6 in the MSD of Warren Township.

2006-2010 Asst. Principal, Creston Middle School, MSD Warren Township, Indianapolis, IN

As the assistant principal, I was charged with management of half of the student population (550 students), evaluation, remediation, special education, overseeing counseling department, professional development, text books, technology, public relations, supervision of before and after school activities, transportation, and recruitment/hiring.

1994-2006 Teacher, 5th and 8th Grade, Belzer Middle School, MSD Lawrence Township, Indianapolis, IN

Sixth grade reading and eighth grade language arts block (co-teaching, inclusion and gifted and talented) are the subjects I taught during my tenure. Instructionally, I met the needs of students in my care by ensuring that all standards taught were in line with Indiana state standards and district initiatives. During this time I also taught the AVID: Achievement Via Individual Determination elective.

8246 Cape Drive
Indianapolis, IN 46256

Phone 317-774-4425
kyle.barrentine@gmail.com

Kyle G. Barrentine

Objective	To secure a position as a secondary level administrator.		
Education	1998-2003	Ball State University	Muncie, IN
	Certification in Supervision and Administration K-12		
	1996-1997	Indiana Wesleyan University	Marion, IN
	Master of Science in Education		
Professional experience	1992-1993	Marian College	Indianapolis, IN
	Teacher Certification in English		
	1987-1991	Butler University	Indianapolis, IN
	Bachelor of Science in Communications		
	2013-current	Warren Township Schools	Indianapolis, IN
	Assistant Principal/Stonybrook Middle School		
	▪ Main duties include discipline, school climate, and staff evaluation		
	2013	Connections Education	Indianapolis, IN
	Principal/Nexus Academy of Indianapolis		
	▪ Opening a new blended learning instruction school in Indianapolis		
	2008-2012	Noblesville Schools	Noblesville, IN
	Principal/Noblesville Middle School/Intermediate School		
	▪ Oversee a staff of nearly 100 and a student enrollment of over 1500.		
	2006-2008	Clinton Central High School	Michigantown, IN
	Principal/Head Coach, Girls' Basketball (High School)		
	▪ A 7-12 building principal while also coaching the girls' basketball team		

(more)

2002-2006 Western Schools Russiaville, IN

Assistant Principal/Principal/Head Coach, Girls' Basketball

- Served several roles in 4 years at Western from MS assistant principal to HS assistant principal to MS principal.

1998-2002 Clinton Central High School Michigantown, IN

English Teacher/Head Coach, Boys' Basketball

- I taught English 10, College Prep English 12, Speech, and Novels.

1995-1998 Greensburg Jr. High School Greensburg, IN

English Teacher

- I taught English 8 and Literature 8

1993-1995 Hagerstown High School Hagerstown, IN

English Teacher

- I taught English 9 and was the Yearbook Advisor.

**Professional
memberships**

Indiana Association of School Principals, Indiana Basketball Coaches Association, Indiana Coaches of Girls Sports Association

**Interests and
activities**

Basketball, Golf, Running, and Reading



Community Health Network

Gallahue School Based Services

1500 N. Ritter Avenue

Indianapolis, IN 46219

O 317.355.2560

F 317.351.2418

eCommunity.com

March 14, 2014

To Whom It May Concern:

I am pleased with the opportunity to write a letter of support for Stonybrook Middle School's application for the School Improvement Grant. Gallahue School Based Program has been a community partner providing mental health services to students and families at Stonybrook for over 10 years. We currently have two full time therapists at Stonybrook and a part time Life Skills Specialist. Our collaboration allows students to receive needed counseling services without missing key academic subjects that could be missed with services provided outside the school building.

One of the ways Stonybrook proposes to use grant funding is to provide after school transportation and dinner for students. These additional resources would allow for a variety of enriching activities. They would benefit the social, emotional and academic growth of students. For example, our program could provide after school therapy groups for students. This would allow for longer groups allowing students to increase skills without missing class. Many of our families would gladly attend after school family therapy if they knew that their child would be served a healthy dinner. This would improve family engagement with school and mental health services leading to improved outcomes in both areas.

Stonybrook Middle School provides an atmosphere that supports the growth of the whole child. This grant application is another example of their commitment to providing enriching opportunities that will ultimately lead to academic success.

Sincerely,

Jennie Voelker, LCSW

Program Manager

Community Health Network, Gallahue School Based Program

March 19, 2014

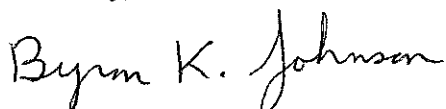
Dear Grant Proposal Review Committee:

I am writing in support of Stonybrook Middle School's application for funding through a 1003(g) School Improvement Grant. As a community partner and service provider of both in-school and after-school student programs at Stonybrook Middle School over a period approaching two decades, I have seen a consistent commitment on the part of the school's administration to maintain a positive learning environment while also offering a wide range of supportive services and extracurricular opportunities for students. The school's services have included programs for promoting academic success and personal achievement, services for students experiencing behavioral difficulties and additional opportunities for student engagement through a variety of after-school programs.

Stonybrook Middle School proposes a plan to use School Improvement Grant funding to expand services to students through additional personnel, additional after-school programs, and the provision of transportation to support student participation in extracurricular activities. In my role as a coordinator and student advisor for the Students Against Violence Everywhere (SAVE) program on the school's campus, I know the importance of these resources in enhancing the educational environment and the overall school experience of students. At one point, the attendance for our weekly after-school program averaged over 70 students. The program's weekly attendance now is less than ten students as a direct result of resource limitations.

Stonybrook Middle School has a strong infrastructure that places student achievement and personal success as its highest priority. Additional funding through a School Improvement Grant would greatly enhance the school's ability to not only continue and expand existing programs and services, but also to develop and implement new programs and services that promote student success. If you require any further information, I can be reached at bjohnson@marionhealth.org or (317) 221-3538.

Sincerely,



Byron K. Johnson, MSW, LSW
Violence Prevention Coordinator



To whom it may concern,

Lifeline Ministries Youth Center exists to provide the youth of today with resources, programs, and community outreach opportunities to help cultivate and empower the youth to be effective leaders of tomorrow. We have partnered with Pam Griffin and Stonybrook Middle School in an effort to assist with building the youth in the far-east side area which is mostly constituted of low-income, single family homes with statistically high crime rates and school dropout rates. Stonybrook Middle School is committed to increasing achievement in its most at risk students. To date, Stonybrook is on course to display tremendous improvements this year. This year the 7th grade students are predicted to pass the English/Language Arts ISTEP at a 76% pass rate. The 7th graders last year had a pass rate of 54%. The 8th grade students are predicted to be at a 70% pass rate this year which is also an improvement from the previous year. Our goal as partners with Stonybrook is to ensure that we are assisting our community by preparing students to be career and college ready. Acquiring adequate resources will greatly assist us in increasing the achievement of the students by providing transportation for the students to participate in afterschool programs/clubs and increasing necessary components to ensure the academic success of the students especially in the areas of math and reading. Our efforts are to be proactive versus reactive in our approach to enhance the performance of the students. One of the proactive measures that we plan to set in place is a summer program for the students which will focus on building the students as individuals and providing family counseling opportunities which will empower students and their families with the tools necessary to be healthy and effective communicators. This program will also include opportunities of career exploration in which students will participate in real-time settings in hopes of inspiring the students to be successful citizens of tomorrow. If you have any further questions please feel free to contact Temika Atwood at (317) 506-9115 or email at Temika.Atwood@gmail.com.

Thanks in advance,

Lifeline Ministries Senior Pastor & Founder

Dr. Ty Turner

Lifeline Ministries Youth Center Director & Youth Pastor

Mary Atwood

RENAE AZZIZ

9450 East Raymond Street
Indianapolis, Indiana 46239
Phone: (317) 368-6060 Email: razziz@virtuosoed.com
www.virtuosoed.com

Education

- Current **The Johns Hopkins University**, Baltimore, MD: will begin fulfilling requirements toward the Doctorate in Education (Ed.D.) degree; Specialization: Entrepreneurial Leadership in Education in June 2014.
- 2002-2005 **Indiana University**, Bloomington, IN: received Specialist (Ed.S.) degree in School Psychology, minor in Counseling.
 Indiana University, Bloomington, IN: received M.S. in Educational Psychology (May 2004).
- 1996-1999 **Indiana University**, Bloomington, IN: received a BA in Psychology with Honors; minors in Chemistry and African-American studies.

Professional Experiences

Virtuoso Education Consulting, Director of Professional Development August 2008- present
Educational consultant for educational systems in the areas of School Improvement, Disproportionality, Response-to- Intervention, Data-based Decision Making, Assessment, and Culturally Responsive Practices.
School Year 2013-2014 Clients:

- Amplify Education, Inc., servicing schools/districts Nationwide
- Fort Wayne Community Schools, Fort Wayne, IN
- MSD Warren Township, Indianapolis, IN
- MSD Wayne Township, Indianapolis, IN
- Peoria Public School District 150, Peoria, IL

Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University, Project Coordinator August 2006- August 2008

Served as Project Coordinator, responsible for providing professional development services to Indiana educators related to the implementation of tiered systems of prevention and intervention (Response-to- Intervention).

R.I.S.E. Special Services, School Psychologist School Year 2005-2006

Served as the psychologist for the two EdisonLearning® schools in Perry Township. EdisonLearning® schools operate under a philosophy of responsible inclusion. Under this model, special education students are full participants in regular classrooms, with additional in-class support from certified special education teachers and related staff needed. Further, the EdisonLearning® model is focused on implementing research-based practices to increase student achievement. Specific duties include cognitive, academic, and behavioral assessment and intervention and curriculum-based assessment within a response to intervention framework.

R.I.S.E. Special Services, Intern- School Year 2004-2005

Served as a school psychologist intern for a Special Education Cooperative which provides special education services to more than 3,500 students located at 34 sites within four school corporations in the Indianapolis, IN area. Primary duties included cognitive, academic, and behavioral assessment.

The Equity Project at Indiana University, Graduate Assistant: - August 2002- August 2004
Graduate Research Assistant on the Indiana Minority Disproportionality Project, a collaboration with the Indiana Department of Education to inform Indiana school systems about root causes of disproportionality and assist school districts in developing strategies to begin to remedy issues of disproportionality. Lead Research Assistant working with two urban school districts on projects focused on promoting family involvement and creating more effective General Education Intervention (GEI) teams as a means of effecting disproportionality in special education.

Professional Experiences, continued

Case Manager- 07/2000-08/2002

Midtown Mental Health Center: Provided mental and behavioral health services to children in the Indianapolis Public School system (Charity Dye School #27; Brookside Elementary School #54). Essential duties included conducting functional behavioral assessments, creating behavior modification plans, conducting professional development trainings related to behavioral interventions, assisting in the identification of children in need of educational testing, participating in the development of IEPs, linking families to needed community resources, maintaining effective working relationships with community organizations, and communicating with members of an established treatment team to monitor client's progress on treatment goals.

Child and Family Specialist- 01/2000-07/2000

Pleasant Run, Inc.: Provided a daily living model for residents of a children's residential treatment center. Essential duties included medication management, linking families with community resources, supportive counseling, and leading group sessions on various topics.

Research Assistant- 09/1998- 12/1999

Psychology Dept., Indiana University: Research assistant in Dr. Russell Fazio's social psychology lab towards completion of Undergraduate Honors Thesis. Investigated how people form attitudes and how prejudices may effect the validity of those attitudes.

Practicum Experience

Perry Township (Indianapolis), Fall Semester (August 2003- December 2003). Working under the supervision of a full-time licensed School Psychologist at Perry Meridian Middle School. Responsible for cognitive, academic, personality, and adaptive assessments, systematic observations, consultations with parents and teachers, and reporting results of evaluations of assigned cases at case conferences.

Clear Creek Elementary School (Bloomington, IN), Spring Semester (January 2004- May 2004). Served as a consultant for a multi-age classroom teacher. Designed and implemented a direct intervention for a student experiencing social skills deficits across multiple settings.

Institute for Child Study (Bloomington, IN), Spring Semester (January 2004- May 2004). Worked as a student clinician providing services to children experiencing learning and/or behavior problems and their families in a clinical setting. Services included, but were not limited to, comprehensive psycho-educational evaluations, classroom consultations, academic and behavioral intervention services.

Lawrence Township (Indianapolis, IN), Spring Semester (January 2003- May 2003). Worked in two district elementary schools under the supervision of a full-time licensed School Psychologist. Duties included the administration of cognitive and academic tests as well as adaptive behavior measures. Responsible for consulting with teachers and parents and leading case conferences to report results of an evaluation.

Lawrence Township (Indianapolis, IN), Fall Semester (August 2002- December 2002). Served as a classroom assistant for a kindergarten class and community preschool class. Duties included completion of systematic observations of children and interviews with parents, administrators, teachers, and support staff.

Articles

- Shure, L., Ritter, S., Azziz, L. R., Middleberg, L., Sheya, A., Skiba, R., & Cole, C. (2013, under review). Development of a Mixed Methods Approach to Describe and Measure Culturally-Responsive School Practices and Disparate Disciplinary Outcomes. *Journal of Education and Social Justice*.
- Azziz, L.R. (2009). How to Improve Student Achievement Through Data-Based Decision Making. *IPLA Today* Volume 22(3), 1, 8. Indiana Department of Education. Article can be viewed at: http://listserv.doe.state.in.us/pipermail/iplagroup44/attachments/20090226/2ed62406/IPLA_SE_Feb09-0001.obj

- Skiba, R.J., Poloni-Staudinger, L., Gallini, S., Simmons, A.B., & Feggins-Azziz, L.R. (2005) Disparate access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children*, 74, 411-424.
- Skiba, R.J., Poloni-Staudinger, L., Simmons, A.B., & Feggins-Azziz, L.R. (2005). Unproven Causal Links: The inadequacy of Poverty as an Explanation for Minority Disproportionality in Special Education. *Journal of Special Education*, Volume 39(3), 130-149.
- Skiba, R.J., Simmons, A.B., Ritter, S., Rausch, M.K., Feggins-Azziz, L.R., Gallini, S.M., & Mukherjee, A. (2004). Moving Toward Equity: Addressing Minority Disproportionality in Special Education in Indiana. Annual State report to Indiana Department of Education Division of Special Education. Report can be viewed at: <http://ceep.indiana.edu/ico/pdf/StateReport.pdf>

Selected Presentations

- Azziz, L. R (2013). Culture, Climate, and School Discipline: How to Impact Student Behavior through a Cultural Lens. Keynote presented at KIPP: School Summit 2013. Las Vegas, NV.
- Azziz, L.R. (2013). Culture's Impact on Learning and Behavior: Considerations for Improving School Climate through Cultural Awareness. Keynote presented at the 2nd Annual Louisiana State Climate Conference. Shreveport, LA.
- March, R. and Azziz, L.R. (2012). Reducing the Need and Use of Suspension for Students with Special Needs. Keynote presented at the Texas Council of Administrators of Special Education. 2012 Great Ideas Conference. Austin, TX.
- Perez, B., Azziz, L.R., Ormiston, H. (2012). Developing Culturally Responsive Practices within a PBIS Framework. Mini-Skills session presented at the National Association of School Psychologists 2012 Annual Conference. Philadelphia, PA.
- Azziz, L.R. (2010). Disparate Outcomes: Facts and Myths about Exclusionary Disciplinary Practices. Keynote presented at the 2010 Education Expo. East Baton Rouge Public School System. Baton Rouge, LA.
- Azziz, L.R., (2009). Turning It Around: Strategies for Working with Culturally Diverse Students. Presented at the Indiana Department of Education Disproportionality Solutions Summit. Indianapolis, Indiana.
- Azziz, L.R. (2009). Cultural Responsivity: What Administrators Need to Know. Webinar completed for IPLA. Can be viewed at: <http://media.doe.in.gov/IPLA/2009-05.html>
- Azziz, L.R. & June, P. (2008). Culturally responsive best practices in addressing disproportionality. Presented at the Indiana Department of Education Disproportionality Solutions Summit. Indianapolis, Indiana.
- Azziz, L.R., Nellis, L.N., Zimmerman, N. (2006). LD and CHC/Cross-Battery Assessment: A Continuing Discussion. Moderated a discussion with members of the Indiana Association of School Psychologists (Region V) regarding practical application of cross battery assessment.
- Azziz, L. R. and Gallini, S.M., (2005). Data-based monitoring of the effectiveness of pre-referral intervention teams. Presented at the National Association of School Psychologists 2005 Annual Conference. Atlanta, GA.
- Azziz, L. R. and Gallini, S.M., (2004). Pre-Referral Intervention Teams: Monitoring effectiveness & influence on Minority Disproportionality. Presented at the Fall 2004 conference of the Indiana Association of School Psychologists.
- Azziz, L.R., Gallini, S.M., & Rausch, M.K., (2004). Understanding and addressing minority disproportionality in special education: Local perspectives. Presented to the National Association of School Psychologists 2004 Annual Convention. Dallas, TX.

Selected Professional Development Resources for Educators

- Azziz, R. (2011). Culturally Responsive Instruction: Definitions and Cultural Considerations on why and how culture impacts learning. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2011). Cooperative Learning: Supporting students to apply knowledge in meaningful ways. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Managing the Cycle of Acting-out Behavior in the Classroom: Decreasing the intensity and frequency of Non-Compliant Behavior. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Reciprocal Teaching: Improve student reading comprehension and meaning extraction from text. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Problem Solving in RTI: A comprehensive DVD training kit for Elementary School Intervention Teams. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Problem Solving in RTI: A comprehensive DVD training kit for Secondary School Intervention Teams. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2009). Response to Intervention: AN Easy DVD training kit for Teachers on Implementing RTI in the Classroom. © Virtuoso Education Consulting, LLC.

Professional Development resources can be viewed at www.virtuosoeed.com

Professional Affiliations

- Association of Black Psychologists (ABPsi), 1997-2000(student affiliate), 2002-present (full member)
- National Association of School Psychologists(NASP) Member, 2002-present
- Indiana Association of School Psychologists (IASP) Member, 2002-present
- Council for Exceptional Children (CEC) Member, 2002-present

Awards and Licenses

- Minority and Woman-Owned Business Enterprise (MBE/WBE) Certification. Certification valid through 2018.
- Qualified Administrator of the Intercultural Developmental Inventory (IDI). Certified April 2009.
- Indiana Certified School Psychologist. Certified June 2005. State License # 933467.
- National Certified School Psychologist (NCSP). Certified June 2005.
- National Association of School Psychologists (NASP) Minority Scholarship Award Recipient 2004.
- McNair Scholars Program, Indiana University, 1997-1999

GREGORY NEIL CAMERON

Executive Director of the Center for Educator Effectiveness at
McREL International
4601 DTC Boulevard, Suite 500 | Denver, CO 80237
303.632.5522 | gcameron@mcrel.org

PROFESSIONAL EXPERIENCE

Executive Director of the Center for Educator Effectiveness at McREL International (2012-Present)

As the Executive Director of the Center for Educator Effectiveness at McREL, Mr. Cameron leads a team of internationally recognized experts in the areas of educational research, evaluation, instruction, leadership, and technology. The center focuses on researching, designing, developing, delivering, and evaluating McREL programs focused on building the capacity of K-12 educators across the globe. Mr. Cameron is responsible for creating programs of work which maximize existing assets while researching the right questions in the pursuit of the knowledge needed to develop tools and services needed by the field and for organizing the center in order to provide a high quality user experience to McREL's clients.

Senior Director/Consultant at McREL (2002-2012)

As a senior director and consultant for McREL's field services team Mr. Cameron worked with diverse audiences including schools, districts, and state departments of education, to provide a variety of activities and services focused on the application and production of materials to support educational success. He served on design and development teams for Balanced Leadership, CUES and standards-based teacher evaluation systems, Balanced Leadership and standards-based principal evaluation systems, and the Success In Sight school improvement model. Mr. Cameron contributed to publications, materials development, and facilitated national and international trainings, including district and state consortiums in the areas of *Balanced Leadership*, *Teaching Reading in the Content Areas*, and *Dimensions of Learning*. He also led the *Comprehensive School Reform* component of McREL's work in systemic school reform.

Principal, Running Creek Elementary School 1997-2002

Elizabeth School District, Colorado.

Mr. Cameron served as the instructional leader for K-5 school with 600 students. He led the implementation of academic programs, including a highly successful Balanced Literacy program. On a district level, he led professional development, and standards based curriculum writing initiatives. He also served as the district Title I director and served on district level accountability and accreditation teams.

Assistant Principal, Singing Hills and Running Creek Elementary Schools 1996-1997

Elizabeth School District, Colorado

Teacher, Elizabeth Middle School, 1991 - 1996

Elizabeth School District, Colorado

Teacher, Peetz High School, 1989-1991
Plateau School District, Colorado

ESL Tutor, Aurora Public Schools, 1988
Aurora, Colorado

SPECIFIC AREAS OF EXPERTISE

- School Leadership
- Personnel Evaluation Systems
- Next Generation Leader Preparation

SELECTED PROJECT EXPERIENCE.

- In the context of McREL's research and work in Balanced Leadership, Mr. Cameron facilitates participants' acquisition of knowledge and skill development-related to the following components of the Balanced Leadership Framework: leadership, purposeful community, magnitude of change, focus of change. The first year of professional development is designed for knowledge building and skill development; the second year for knowledge refinement through case methodology; and the third for skillful application. Some projects also include a professional training component to develop professional developers (DPD) to continue delivering Balanced Leadership work and build capacity in the school district/state. Selected clients include:
 - *Eau Claire Area Schools, Wisconsin (2013-2014)*
 - *Prairie Lakes AEA, IA (2013-2014)*
 - *Central Valley School District, Spokane, WA (2008-2014)*
 - *Strathmore College, Melbourne, Australia (2013)*
 - *Kansas Association of School Boards, Topeka, KS (2008-2013)*
 - *Macomb ISD, MI (2013)*
 - *Common Wealth of the Northern Mariana Islands PSS, Saipan (2010-2013)*
 - *Houston Independent School District, Houston, TX. (2010-2013)*
 - *RESA 2, Huntington, WV (2012-2013)*
 - *Peoria Unified School District, Phoenix, AZ, (2010-2013)*
 - *Riverside County Office of Education, Riverside, CA (2007-2012)*
 - *Victorian Educational Leader Consortium, Melbourne, Australia (2008 - 2012)*
 - *Deer Valley Unified School District, Phoenix, AZ (2004-2012)*
 - *Agua Fria Union High School District, Phoenix, AZ, (2010-2011)*
 - *Loudoun County School District, Ashburn, VA (2006-2009)*
 - *Great Prairie AEA, Burlington and Ottumwa, IA (2006-2008)*
 - *Lincoln Public Schools, Lincoln, NE (2006-2008)*
 - *Big Horn School District #1, Cowley, WY (2004-2007)*
 - *Fallbrook Union Elementary School District, Fallbrook, CA (2006-2007)*
 - *Redmond School District, Redmond, OR (2005-2007)*
 - *State of Wyoming, Casper, WY (2004-2006)*

- **Design, development, and delivery of McREL's teacher and principal evaluation systems.** Selected clients include school districts and professional organizations in the following states:
 - California
 - Commonwealth of the Northern Mariana Islands
 - Indiana
 - Oklahoma
 - Michigan
 - North Carolina
 - Texas
 - Washington
 - Wyoming

- **A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program** (2009-2014) *Funded by the National Center for Educational Research, Institute of Education Sciences, U.S. Department of Education (PI: Roger Goddard, Texas A&M University; R305A080371); conducted in rural elementary schools in the Upper Peninsula of Michigan.*
 - Served as lead consultant and facilitator for the implementation of the *Balanced Leadership Professional Development Program for School Leaders*, the intervention that is the subject of this multi-year research study. The purpose of the study is to assess the efficacy of professional development which has been designed to provide research-based guidance to principals to help them enhance their effectiveness, translate vision and aspirations into action, and improve achievement for all students. The research study is in its third year.

EDUCATION

Principal License/Educational Leadership, University of Colorado, Denver, Colorado, 1996
 M.A. History, University of Denver, Denver, Colorado, 1990
 Teacher License/Secondary Social Studies, University of Colorado, Denver, Colorado, 1989
 B.A. Anthropology and History, University of Colorado, Boulder, Colorado, 1985

SELECTED PUBLICATIONS:

- Cameron, G., Dean, C., & Davis, A. (2013) *CUES Teacher Evaluation System*. Denver, CO: Mid-continent research for Education and Learning.
- Cameron, G. (2013, Spring.). Moving toward the evaluation of true leadership. *Changing Schools*, 68. Denver, CO: Mid-continent Research for Education and Learning.
- Cameron, G. & Davis, A. (2010). *The Balanced Leadership Principal Evaluation System*. Denver, CO: Mid-continent research for Education and Learning.
- Cameron, G. et.al (2009). *Balanced Leadership: participant and facilitator manuals* Denver, CO: Mid-continent Research for Education and Learning
- Cameron, G., McIver, M., & Goddard, R. (2008). A new kind of community. *Changing Schools* Denver, CO: Mid-continent research for Education and Learning.

- Grainger, P., Allen, J. (Eds.) (2008). *Dimensions of learning in practices in Australian primary, secondary, and tertiary education*. Melbourne, Australia: Hawker -Brownlow Forward by Greg Cameron and Salle Quackenboss
- Waters, T., & Cameron, G. (2007). *The Balanced Leadership Framework, Connection vision with action*. Denver, CO: Mid-continent research for Education and Learning.
- Cameron, G., Quackenboss, S. (2006). *Dimensions of learning: An overview. Participant and facilitator manuals*. Melbourne, Australia: Hawker -Brownlow
- Bailey, J., Cameron, G., & Cortez-Ford, E. (2005). *Helping school leaders develop the capacity necessary for continuous improvement*. Aurora, CO: McREL
- Cameron, G., Doty, J., Billmeyer, R., Barton, M., Heidema, C., & Jordan, D. (2005) *Teaching reading in the content areas, If not me, then who?* (Blackline Masters, 3rd Edition.). Alexandria, VA: Association of Curriculum and Supervision Development.
- Cameron, G., Doty, J., Barton, M. (2003) *Teaching Reading in the Social Studies*. Alexandria, VA: Association of Curriculum and Supervision Development.
- Cameron, G., Doty, J. (2003) *Teaching reading through the content areas, online learning Module, Teacherline*, PBS. <http://teacherline.pbs.org>

SELECTED PRESENTATIONS

- Cameron, G. (2012, November) *Managing Chang*. Breakout session for the ASCD fall conference, Atlanta, GA.
- Cameron, G. (2012, March) *Managing Change*. Breakout session for the ASCD annual conference, Philadelphia, PA.
- Cameron, G. (2012, February) *Balanced Leadership, An Overview*, Keynote for the Bastow Institute, Melbourne, Australia
- Cameron, G. (2011, May). *Developing Purposeful Community*. Keynote for the Florida Association of Staff Development, Melbourne, Florida
- Cameron, G. (2010, June). *Purposeful Community*. Keynote for the Memphis City School Title I Leadership Conference. Memphis, TN.
- Cameron, G. (2008, May). *The Balanced Leadership Framework*. Presentation for the Western Metropolitan Region, Victoria Department of Education, Melbourne, Victoria, Australia.
- Cameron, G. (2008, May). *Dimensions of Learning: An Overview*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia.
- Cameron, G. (2008, May). *Classroom Instruction That Works: An Overview*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia
- Cameron, G. (2008, May). *The Focus of Leadership*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia
- Cameron, G. (2007, March). *Dimensions of Learning Academies*. Presented for the Australian Council of Educational Leaders, Brisbane, Queensland, Australia.
- Cameron, G. (2006, June). *Leading Change*. Pre-conference session for the Success In Sight: Learning, Leading, and the Future Conference, Denver, Colorado.
- Cameron, G. (2006, June). *The Balanced Leadership Framework*. Presented for CREATE National Evaluation Institute, annual conference, Dallas, Texas.
- Cameron, G. (2006, March/April). *Dimensions of Learning Academies*. Presented for the Australian council of Educational Leaders, Brisbane and Melbourne, Australia.

- Cameron, G. (2005, September). *Creating Purposeful Communities*. Presented at the Mid-Continent for Research and Learning & Cardinal Stritch University, Leading Learning for the Future Conference, Westminster, CO.
- Cameron, G. & Doty, J. (2005, April) *Teaching Reading in the Social Studies*. Presented at the Association of Supervision and Curriculum development (ASCD), Annual Conference, Orlando, Florida.
- Cameron, G. (2004, August) *Improvement of Practice through Balanced Leadership*. Presented at the Colorado Association of School Executives annual conference, Breckenridge, CO.
- Cameron, G. & Doty, J. (2004, March). *Teaching Reading in Social Studies*. Presented at the Association of Supervision and Curriculum development (ASCD) annual conference, New Orleans, LA.

AMBER EVENSON

Lead Consultant

Mid-continent Research for Education and Learning (McREL)

4601 DTC Boulevard, Suite 500 | Denver, CO 80237

303.632.5524 | aevenson@mcrel.org

EDUCATION

M.A. Teaching and Learning, Nova Southeastern University, Ft Lauderdale, FL, 2004

B.A. Mathematics, Beloit College, Beloit, WI, 2001

SPECIFIC AREAS OF EXPERTISE

- ♦ Mathematics Education
- ♦ Alignment of standards, assessment, and instruction
- ♦ Curriculum Development
- ♦ Professional Development
- ♦ Instructional Coaching
- ♦ Instructional Technology Integration

PROFESSIONAL EXPERIENCE

2011 – present **Lead Consultant**

Mid-continent Research for Education and Learning (McREL), Denver, CO

Member of the Field Services Curriculum and Instruction team specializing in staff development and technical assistance for K-12 school divisions and state agencies. Focus areas include standards alignment including alignment to Common Core State Standards, research-based instructional strategies, mathematics education, and instructional technology.

2009 – 2011 **Educational Consultant**

Self-employed

Provided consulting services to school divisions in the areas of curriculum alignment and development, gap analysis, and the creation of district assessments.

2011 – 2011 **Mathematics Teacher**

Discovery Canyon Campus District 20, Colorado Springs, CO

Taught AP Statistics and Integrated Math II courses. Collaborated with mathematics department on current curricular offerings

2009 – 2011 **K-12 District Math Coach**

Harlem School District #122, Machesney Park, IL

Provided professional development to K-12 teachers in the area of mathematics instruction. Modeled, coached, and collaborated on effective, research based instructional strategies. Supported teachers in the integration of appropriate and effective classroom technology. Facilitated teacher teams in the alignment of

curriculum to state standards. Developed a guided math six-week summer school program for grades 1 through 6. Created and maintained a math coach website including an online math resource library. Created assessment walls in multiple buildings and facilitated collaborative discussions with teachers on the implications of the data. Provided multiple sessions to Elementary and Secondary educators on effective ways to incorporate SMART Boards and the SMART Notebook software into classrooms as a Certified SMART Trainer.

2007 – 2012 Faculty Facilitator

University of Phoenix

Taught web-based mathematics courses for prospective elementary teachers. Courses included: Basic Mathematics, Math for Elementary Teachers I, and Math for Elementary Teachers II.

2006-2009 Mathematics Teacher

Hononegah High School, Rockton, IL

Served as mathematics teacher for general student population and at-risk students. Founding member of HOMANI program aimed at increasing the at-risk student graduation rate by targeting freshmen students and providing additional resources to those students. Developed and implemented standards aligned curriculum for an Algebra II curriculum aimed at at-risk students. Trained colleagues on incorporating technology equipment effectively into their classrooms including the SMARTBoard, airliner, and TI Smart-View.

2002-2006 Mathematics Teacher

Trumbull Career & Technical Center, Warren, OH

Served as a tenured mathematics teacher; served as co-chair of numeracy committee and secretary of technology committee.

SELECTED PROJECT EXPERIENCE

Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi Schools

(2012 – present)

IES Goal 3 Research Grant

Team member for an experimental efficacy study to examine the impact of a supplemental middle grades mathematics curriculum, *Every Day Counts Algebra Readiness*, on the algebra readiness of seventh grade students in rural schools in Mississippi. The study will also examine the program's impact on the Algebra I achievement of these students. The study focuses on algebra readiness in rural education settings, a critical need in mathematics education and a context in which a substantial portion of American students attend school but in which little rigorous research has been conducted. McREL is partnering with the University of Southern Mississippi to conduct the study in a sample of rural schools in Mississippi, a state with a sizable number of rural schools and a large gap in achievement on the eighth-grade algebra scale of the National Assessment of Educational Progress (NAEP).

Learning to Use Formative Assessments in Middle School Mathematics Using the Assessment Work Sampling Method (AWSM) (2011 – present)

IES Goal 2 Research Grant

Team member of a project to develop, revise, and field test an innovative professional development program for implementing formative assessment in middle school mathematics. This three-year development project will use the Assessment Work Sample Method (AWSM) to provide teachers with authentic samples of mathematics formative assessment work and an interactive, hands-on experience to increase their understanding of formative assessment and improve their practice of formative assessment. The ultimate goal is to increase students' mathematics achievement. The research team will determine to what extent AWSM can be implemented with fidelity in an authentic education delivery setting, to what extent it shows promise for improving teacher practice of mathematics formative assessment, and to what extent it shows promise for increasing student achievement in mathematics.

Mathematics Instructional Coaching (2012 – present)

Kansas USD 506; Sedalia Elementary School

Facilitate an instructional coaching protocol with teams of teachers. The protocol consists of co-planning, modeling by the instructional coach, observations, and reflective discussions. Teacher teams focus on a variety of areas including best practices in mathematics, formative assessment, and Common Core Mathematical Practices.

Transitioning to Common Core State Standards (2011 – 2012)

Weston County School District #7, Wyoming; Sedalia Elementary School; Kansas USD 506

Facilitate the district transition to Common Core State Standards for Mathematics. Technical assistance in developing content understanding of the standards, incorporating the Common Core State Standards for Mathematical Practices, identifying instructional resources to meet the needs of the district, and providing ongoing assistance and professional development.

Using Technology with Classroom Instruction that Works (2011 – present)

Eastern Upper Peninsula, Michigan

Duties include content development, presentation design, and technical innovation. Facilitate long-term professional development and workshops based on the publication in schools and districts across the country. (<http://www.mcrel.org/topics/EducationalTechnology/services/19>)

Elementary Math Curriculum Alignment (June 2011)

Harlem School District #12, Illinois

Facilitated the creation of grade-level curriculum guides aligning district curriculum resources to Illinois Common Core Standards. Identified gaps and provided additional resources to meet those gaps in the curriculum.

SELECTED PRESENTATIONS

Organizing Your Guided Math Classroom, presented at National Council of Teachers of Mathematics, November 2011, Albuquerque, NM

SMART Boards & Project Based Learning, presented at Illinois Council of Teachers of Mathematics, October 2007, Peoria, IL

Project Based Learning, presented at Ohio Council of Teachers of Mathematics, October 2005, Dayton, OH

PROFESSIONAL AFFILIATIONS

National Council Teachers of Mathematics

W. Christine Rauscher

Education

- Ph.D. 1978, University of Iowa, Educational Leadership, Curriculum, Literacy Education
- M.A. 1972, University of Iowa, Literacy Education
- B.A. 1967, Iowa Wesleyan College, Elementary Education (*Summa cum Laude*)

Professional Credentials and Certifications

- Superintendent's Certificate, Illinois State Board of Education, 1982
- Superintendent's Certificate, Iowa Department of Education, 1975
- Reading Specialist Certificate, Iowa Department of Education, 1972

Present Position

Senior Technical Assistance Consultant, American Institutes for Research (AIR) (2011–Present)

Responsible for creation of multiple curriculum alignment initiatives; consultative work for multiple states on standards, assessments, and systems for cohesive instructional initiatives; consultative work on two Institute of Educational Sciences randomized controlled trial literacy studies; helped conduct research reviews of over 10,000 publications for access to print; author of multiple reports for extant school data reviews.

Professional Experience

Project Director, Yorkville, Wisconsin School District Curriculum Development Project (2012- Present)

Using the results of the literacy audit conducted in the previous school year, provide professional learning for the teachers as part of the curriculum development process to align the district literacy curriculum to the Common Core State Standards.

TEAL (Teaching Excellence in Adult Literacy) Project Staff (2011- Present)

Help in the creation of an online toolkit that will provide universal, multimedia, 24/7 access to learning materials and professional networks for adult education instructors in order to develop their knowledge and abilities to provide evidence-based instruction in writing as part of a U.S. Department of Education, Office of Vocational and Adult Education (OVAE) project on building teacher effectiveness.

Project Director, Kansas City, Kansas, School District Literacy Audit, Kansas City, Kansas, School District, AIR (2012)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding recommendations. The focus of the work is alignment to the Common Core State Standards.

Consultant on Common Core State Standards, Turnaround Schools, Springfield, Illinois, School District and Decatur, Illinois, School District, AIR (2012–Present)

Provide consultative services to schools on the alignment of their curriculum, instruction, and assessment to the Common Core State Standards.

Senior Literacy Associate, Learning Point Associates (2009–2010)

Learning Point Associates merged with AIR August 1, 2010

See similar responsibilities above as continued within new organizational structure.

Team Lead, New York State Department of Education, External School Curriculum Audits, New York City Schools, Learning Point Associates (2011–Present)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding recommendations.

Project Director, Elkhart, Indiana, Community School District, Common Core State Standards Curriculum Mapping, Elkhart Community School District, Learning Point Associates (2010)

Facilitated the work of representative English Language Arts teachers to develop curriculum maps incorporating the Common Core State ELA Standards.

Reviewer, Reading Is Fundamental (RIF), Access to Print Project, Learning Point Associates (2010)

Independently reviewed research studies related to access to print as part of a team of reviewers.

Employment History

2011–Present	Senior TA Consultant, AIR
2009–2010	Senior Literacy Associate, Learning Point Associates
2008–2009	Literacy Consultant, Iowa Department of Education
2005–2008	Associate Superintendent, Cedar Rapids Community School District
1999–2005	Assistant Superintendent, Palatine Community School District 15
1994–1999	Assistant Superintendent, Hinsdale Community School District 181
1985–1994	Assistant Superintendent, Naperville Community School District 203

1982–1985 Curriculum Director, Palatine Community School District 15

Professional Affiliations

Literacy Research Association (LRA)/National Reading Conference (NRC)

International Reading Association

Learning Forward/National Staff Development Council (NSDC)

Association for Supervision and Curriculum Development (ASCD)



Middle School Reading/Writing Workshop (100 minutes)

Task	Grouping	Time Allotted	Focus	Teacher	Student
Check for Understanding/ Do now	whole group	2-5 minutes	Assess previous day's objective or provide data for day's objective.	Handle beginning of class details.	Complete bell-ringer then read.
Read Aloud	whole group	5 minutes	Develop reading interest and model reading fluency.	Reads aloud mentor text or challenging text.	Listen
Welcome and Agenda Review	whole group	4-5 minutes	Make students aware of what they should know and be able to do. Formative assessment	Explain learning targets and why students are learning them. Lead discussion of student work,	Take ownership of day's learning. Assess own performance/
Reading Mini-Lesson	Whole group	10-15 minutes	Enhance students' reading ability	Teach whole group lesson	Engage in lesson designed to increase reading ability.
<ul style="list-style-type: none"> Independent Reading Small group instruction Student-led book discussion groups 	small group/ individual	15-20 minutes	Enhance students' reading ability	Teach small group lessons and monitor rest of students.	Engage in activities designed to increase reading ability.
Word study/ Vocabulary	whole group	10-15 minutes	Build vocabulary.	Provide research-based vocabulary instruction	Work on word strategies/ vocabulary taught
Writing mini-lesson	whole group	15 minutes	Writing three text types	Model writing skill/ strategy and then practice with students	Follow teacher model
Writing	individual	20-25 minutes	Application of mini-lesson	Confer and instruct on writing with individuals and small groups.	Participate with teacher to build independence in application of focus skill/ strategy.
Closure	whole group	2 minutes	Review day's learning.	Provide formative assessment aligned to objectives.	Respond orally or in writing to show what they have learned and can do.

The tasks do not need to follow this order. However, all tasks must be part of the lesson each day.